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**Task-Based Pragmatic Interventions and Intercultural Communicative
Competency: A Comparison of Students in a Short-Term Study
Abroad Program with the Home University**

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Competency: A Comparison of Students in a Short-Term Study
Abroad Program with the Home University**

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Emily Claire Krauter

Dissertation

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Dedication

For my parents and Our Lady of Guadalupe: totus tuus.

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Abstract

Task-Based Pragmatic Interventions and Intercultural Communicative Competency: A Comparison of Students in a Short-Term Study Abroad Program with the Home University

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The University of Texas at Austin, 2020

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This dissertation examines the role targeted in-class interventions play in the development of pragma-linguistic, morpho-syntactic and intercultural communicative competency (ICC) gains in undergraduate students. The data in the current study come from two different groups of students enrolled in third-semester lower-division German at the University of Texas at Austin (UT). The experimental or study abroad (SA) group is made up of 18 UT undergraduates who studied abroad for 10 weeks in Würzburg, Germany and the control or at home (AH) group consists of 18 UT undergraduates who stayed on the home campus. These groups present a parallel data set, as they have similar backgrounds and demographic information, thus creating a direct comparison between program type: study abroad versus the home institution.

The data from this study suggest that through guided interventions and reflections, both groups of students made gains in the areas of pragma-linguistics, morpho-syntax and ICC, with the SA participants showing more significant improvement. The results from

this study are important to the fields of second language acquisition, study abroad, and curriculum development. Further, the data suggest that the gains produced by digital learning are not as meaningful as those resulting from experiential learning.

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Chapter 1: Introduction

This dissertation holistically compares the pragma-linguistic gains and intercultural communicative competencies shown by students who go abroad with those of their peers who stay at the home university. This project is especially important considering the recent push toward increased enrollment in study abroad (SA) programs. SA programs aim at giving students first-hand experience of the target culture (C2) and language (L2), thus teaching them aspects of everyday life they would not learn if they stayed at the home university. This introduction establishes the need for the current study by first presenting various problems in SA literature, and then providing the research questions and methodology that guide the current study. Next, a brief history of SA in the United States is presented, followed by the chapter outline for this dissertation.

1.1 INTRODUCTION TO THE PROBLEM

Studying abroad away from the home institution is often regarded as life-changing and transformational, and as a necessary component for a successful undergraduate career. But where do these ideas come from and what supports them, especially since much of the “transformation” reported by students may be anecdotal or superficial at best. Stuart, (2012, pp. 73, 81, 87), points to the age of participants as the actual reason for this “transformational” feeling, meaning that students sojourning abroad are at a critical moment in their intellectual development (late teens to early 20s), making the experience that much more meaningful. Other researchers (Vande Berg, Paige, and Hemming Lou, 2012, p. 24) argue that students only report having “transformational” experiences because they are echoing the rhetoric they have heard for years prior from friends, family, professors and academic advisors – all instilling in them that their SA experience will have

a significant impact. Further, some researchers argue that this transformation continues happening post-SA, as the students reenter the home country and institution, confront their home culture (C1), and perhaps even experience reverse culture shock or have trouble reconnecting with their loved ones after being separated from their study abroad community – their newfound friends they shared this “transformational” experience with (Paige and Vande Berg, 2012).

Additionally, study abroad in the US-American context for undergraduate students has many goals. For some, it is seen as a “party semester,” but for others, as a chance to fully immerse themselves in the target language and culture, and for still others, it serves as the final course requirement for degree fulfillment. Some scholars therefore preface their research on SA with the caveat that each experience is individual and therefore highly variable (see, e.g., McCormick 2018, Grey 2018, and Faretta-Stutenberg and Morgan-Short 2018). In part due to these reasons, the literature on SA experiences and programs is neither succinct nor expansive. Much of this ambiguity in the literature stems from several sources, the two biggest being that SA revolves around the human experience and one’s immersion in a foreign language and culture; not only are human experiences impossible to compare, but there is also much argument concerning a clear definition of language and culture, thus further complicating matters. In other words, although a presumably homogenous group of students complete the same SA program, some may have a life-changing and positive experience, whereas others may have a negative experience, and the tools to measure these said experiences in a productive manner have not yet been developed.

Moreover, it is difficult to research a topic and provide concise results when the discipline cannot decide on “what” it is they are investigating, i.e., what is culture and how would one measure culture learning? Is culture learning a quantifiable skill comparable to morpho-syntax or is it a lifelong endeavor that can only be self-assessed? With these factors in mind, the current study suggests that SA research and assessment cannot be confined to the traditional disciplines associated with it when teaching or assessing its outcomes, namely linguistics or second language acquisition (SLA), but rather, must be interdisciplinary as it crosses into other areas in the academy such as anthropology, psychology, sociology and beyond.

The problem of assessing language and culture learning, intercultural communicative competencies (ICC), and pragma-linguistic gains in the abroad context has been the subject of research in SA. This dissertation therefore focuses on solving this problem of assessment by analyzing the results from four different in-class interventions targeted at heightening ICC in undergraduate students in two different environments: abroad and at the home university. The tools and worksheets developed for the current study are novel, though informed by previous research, and aim at investigating the “transformational” experience of participants, supported by supplementary data collected from the participants, such as surveys and interviews.

1.2 RESEARCH QUESTIONS AND STUDY

This dissertation is situated in the field of SA and employs a multimodal and mixed-methods approach to data collection and analysis. The current study compares two groups of students: one (N=18) functioned as the experimental group, the other (N=18) as the control group. All of the participants from both groups were undergraduate students at the University of Texas at Austin (UT). The experimental group, henceforth “study abroad”

(SA), was a group of 18 students who chose to study German during a short-term study abroad program in Würzburg, Germany. The control group for the current study, henceforth “at home” (AH), was also 18 students studying German, but at UT’s home campus in Austin, not abroad.

UT developed the study abroad program investigated in this current study. It is a faculty-led program which the university developed in the early 1990s in tandem with Julius-Maximilians-University (JMU) of Würzburg. Both universities exchange students throughout the academic year, with students from the home university traveling to Würzburg during the summer, and students from JMU traveling to the home university (UT) for the fall and/or spring semester. The German city of Würzburg is in the Franconian region of Bavaria and is famous for the surrounding vineyards and wine festivals that take place almost every week during the summer months. Recent numbers show that the population for Würzburg is around 124,000 whereas Austin has close to 1,000,000 inhabitants.

The current study contrasts the pragma-linguistic gains made by students by tracking the participants’ (AH and SA) progress during their enrollment in a third-semester lower-division German course. The SA group completed this course during a 10-week study abroad program in summer 2018, whereas the AH group completed it at the home campus (USA) during the 16-week fall semester of 2018. Further, the SA program

investigated is considered a “short-term” study abroad program, meaning that it is a credit-earning program with a duration less than an academic semester.¹

In order to contextualize the importance of the current study as well as national participation in SA programs, the Institute of International Education’s (IIE) *Open Doors* statistics states that as of 2019, approximately 341,751 students studied abroad, with the majority of students (187,534) going to programs in Europe (2020). Within Europe, the most popular destination was the United Kingdom (39,403), with Germany in fifth place, citing 12,250 students opting to spend their sojourn abroad there.

Additionally, in 2017-2018, the same year data was collected for the current study, 38.5% or the majority of SA participants enrolled in short-term summer study abroad programs, with only 2.2% opting for the once typical Junior Year Abroad (JYA). Jackson and Oguro (2018) point to government initiatives and practicality for the growth and popularity of these shorter programs, which are, again, a departure from the already established JYA (p. 21). Jackson and Oguro argue that this shortening of programs is a global phenomenon and that the USA is no exception to government intervention in SA, which suggests that the results from the current study aim to benefit any institution that offers similar programs.

Despite these statistics on SA programs and participation, there is still relatively little scholarship on the efficacy of short-term programs, with most researchers focusing on longer sojourns (cp. Barron 2000). The researchers who do investigate short-term SA

¹ I follow the definition of short-term study abroad programs given in Martinsen (2010), who defines them as programs lasting anywhere from three to 10 weeks.

mainly concentrate on the linguistic gains, largely ignoring other aspects of the SA experience (see Cubillos, Chieffo, and Fan 2008, Reynolds-Case 2013, and Henriksen, Geeslin, and Willis 2010). According to IIE's *Open Doors* research, the University of Texas at Austin, the university at which the data for the current study was collected, ranks third in the country for number of students studying abroad during the 2017-2018 academic year, citing approximately 3,293 students. UT's own published statistics for that year are similar, with 4,421 students studying abroad, again, with the majority opting for short-term study abroad programs as opposed to semester or year-long programs (The University of Texas at Austin, Texas Global: Impact Report, 2020, p. 84).

Given the large number of students going abroad, research is needed to measure the success of these shorter programs. In response to this need, the current study focuses on the results from four in-class interventions performed with the AH and SA participants.

The following three research questions guided the current study design:

1. What are the pragma-linguistic gains and intercultural communicative competencies of students taking the same language course abroad versus at the home university?
2. What factors, e.g., environmental, contribute to the success of study abroad students? and
3. How can FL programs, abroad and at the home university, produce more positive and parallel intercultural communicative competency gains across learners?

These research questions are important, not only to the fields of second language acquisition, FL curricula development, psychology and anthropology, but also to government support for these programs, as their involvement and funding remains significant.

The data from the current study show that the SA participants outperformed the AH group in both pragma-linguistic gains and intercultural communicative competency. The

results make a case for short-term study abroad programs and scaffolded in-class activities targeted at specific cultural differences by illustrating the success of both through a direct comparison of the AH and SA participants.

The current study takes an ethnographic and multi-modal approach to language and intercultural acquisition by combining several methods of data gathering and analysis: interviews, surveys, pronunciation tasks, in-class activities, and morpho-syntactic analysis. These tasks were also administered at different intervals, as is common practice in SLA research. The timing for the current study followed a pre-, post- and delayed-posttest model for the linguistic tasks (pronunciation and morpho-syntax) and surveys. Each participant was interviewed four times: at the beginning, mid-program, at the end, and 10-weeks post. The four in-class interventions were administered in coordination with the four textbook chapters for the course.

Although institutions like UT encourage SA, they, like others, offer the equivalent courses at the home university. This is a more convenient option for students who cannot afford to go abroad for personal, academic and financial reasons; however, it also inadvertently offers little incentive for students to go abroad since they can complete their foreign language sequence without leaving the home university. Conversely, SA programs that offer the final course for the lower-division language requirement present a unique opportunity for students to complete their foreign language sequence in the target culture and target language – ideally a truly immersive experience.

This aside, the number of students who stay at the home institution outweigh the students who go abroad. As noted above, during the 2017-2018 academic year (the same year as data collection), approximately 10% of the UT student population studied abroad (Texas Global 2017-2018 Impact Report), meaning that 90% stayed on campus. In light of these statistics, should instructors try to bring the study abroad experience to US soil, or

should institutions only offer these final language courses abroad, further incentivizing and promoting SA programs? The current study tests these questions in part by providing the results from each cultural intervention, showing the efficacy of these lessons when administered at the home university compared to the SA environment.

1.3 A BRIEF HISTORY OF STUDY ABROAD IN THE UNITED STATES

In order to understand the debate concerning personal gains during study abroad, it is important first to examine how researchers approach language and culture, both from theoretical and practical standpoints. Finding a unanimous definition of language and culture, especially within the modern language classroom as a goal for learners, would aid in the assessment of study abroad programs because educators would know what to test. As it currently stands, there is no such definition for these terms, which hinders studies from obtaining persuasive results. Put differently, since relativism pervades the field of second language acquisition and study abroad, e.g., “culture means this to me but something else to you,” researchers are unable to rate and gauge gains in culture and pragmatic learning scientifically.

The question of cultural instruction has been at the forefront of language instruction since the 1950s. Although some may look to sojourns abroad for this kind of experiential learning, students do not experience “authentic” culture during their stays; for example, if they stay with a host family, they may only pick up on small nuances such as local cuisine, mealtimes, and lifestyle differences. Still, host families might keep different schedules or amend their regular schedules because of their hosting responsibilities. These details can vary from family to family and situation to situation, thus presenting a problem: how can

academic institutions provide the most “native-like” experience for students during their stay abroad? Further: how can foreign language educators and program directors help students experience “authentic” culture and language, both abroad and at the home university? The current study aims to answer these questions by encouraging the negotiation of culture and language through the incorporation of in-class interventions.

Since federal funding advocates for students learning FL in the target culture (C2), studies such like the present could potentially reshape government funding and approaches to FL instruction because the preliminary results indicate that FL programs at home universities are as not as effective in regard to pragmatic awareness and intercultural communicative competency as abroad programs. Recently, educators, again with governmental support, have begun advocating for the study of foreign languages and cultures in the target language (L2) and target culture (C2) environment: the rebirth of study abroad. In order to understand the growth and reiteration of such programs, it is important to contextualize the beginnings of study abroad (SA).

The history of SA dates back to almost a century, with the University of Delaware being the first US-American university to create and promote credit-earning SA programs, beginning in 1923. The University of Delaware is also responsible for encouraging the “Junior Year Abroad” (JYA), a SA program which they propagated at that time, and which still exists in undergraduate curricula today.

Delaware’s initiative gained momentum amongst other US institutions and was so revolutionary that it was featured in a 1937 article in the New York Times, one of the most important US newspapers. The article, “Juniors to study abroad: Seven at Sweet Briar Will

Go to Sorbonne and St. Andrews,” was short (seven sentences), but documents what was still a radical shift at the time: an entire academic year abroad. The article outlines the upcoming SA trip planned for seven students (all women), three to France and four to Scotland, from Sweet Briar College – with the three to France going with “the University of Delaware foreign study group” (The New York Times, p. 83).²

This article, although written more than 80 years ago, outlines some crucial aspects of SA that still hold true. Two of the participants from the group going abroad “received scholarships for their junior year from the Institute of International Education.” Not only were undergraduate students utilizing scholarships for overseas study, like some do today, but the Institute of International Education’s (IIE) involvement is also important. This organization was founded in 1919, 16 years earlier, which Twombly et al. (2012) and Hoffa (2007) argue was the first big step in the promotion of SA programs in the US. This non-profit, non-government organization is still active today (Institute of International Education, 2020) and their statistics group, *Open Doors*, is responsible for publishing the most current numbers on study abroad figures in the United States, as cited in earlier sections of this introduction.

This story, one among many, blazed the trail for international education and shaped the current view of SA, with undergraduates still choosing to spend their junior year abroad, scholarships still playing a large role in financing sojourns abroad, communication

² Prior to this, it is reported that the famous US-American linguist, Leonard Bloomfield, was obligated to study abroad in Germany for a year in order to secure a promotion in his German Department. It has been anecdotally reported that this time in Leipzig and Göttingen (1913-1914) strengthened the Germanistic aspect of Bloomfield’s scholarship (Fought, 1999, pp. 157-158). This serves as another example of the promotion of study abroad programs during this time.

between institutions across the world reaching agreements and exchanges between students, and the IIE still encouraging the exchange of ideas through additional programs.

In regard to the modern interpretation of SA, the 2005 Commission on the Abraham Lincoln Study Abroad Fellowship made study abroad programs for US-American students their priority, deeming 2006 “The Year of Study Abroad” (Kinging, 2008, p. 1). One year later, 2007, Congress passed the Senator Paul Simon Study Abroad Foundation Act which provided federal funding to encourage students to study abroad (Wanner, 2009, p. 81). The U.S. Congress even made it their goal to send one million US-American students abroad by 2017, yet recent numbers from IIE’s *Open Doors* statistics show that for the 2017-2018 academic year, only 341,751 students studied abroad, not even half of the project goal.

As a final note, there is a little preparation for students before they go abroad and again upon reentry. Hepple (2018) argues that “mere exposure to other cultures, without adequate intercultural preparation beforehand” can actually prove detrimental to students’ understanding of the target culture, oftentimes leading to “the deepening of existing prejudices rather than a more open mindset” (p. 38). Conversely, exhaustive pre-departure programs may be equally detrimental, as they could force students to anticipate realities in the target culture (C2) that they might never experience. In other words, such programs run the risk of promoting cognitive biases such as the confirmation bias.

In order to help guide students during their time abroad instead of “merely exposing” them to C2, the current study developed cultural interventions to promote investigation of the C2 and thus pragma-linguistic and ICC gains. However, since the majority of undergraduate students will not study abroad during their bachelor’s degree, it

was also important to compare the SA gains to the students who did not go abroad, as this is the reality for most. The current study thus acts as a guide for study abroad administrators and students, with the aim to improve current foreign language curriculum and future SA programs.

Moreover, the current study is important not just to the study abroad research community, but also to the broader community of modern language educators and curricula designers. Namely, this study demonstrates the need for a more integrated approach to language and culture instruction by suggesting that students excel when they have a cultural guide in the target culture (German) as opposed to in the native culture (US-American). However, national statistics, as well as those from the University of Texas at Austin, indicate that the majority of students will not get the chance to learn the target language in the target culture through studying abroad. This means that approximately 90% of students will complete their foreign language requirement without ever leaving their US-American campus. Tasks like the ones distributed in this study (interventions one-four) could therefore be developed and integrated into textbooks or used as supplementary material in order to encourage a more critical approach to pragma-linguistic and intercultural communicative competency while reviewing morpho-syntax at the same time. These tasks target cultural differences between the native and target cultures, while simultaneously encouraging pragmatic awareness as well as ICC – both things that most students will not confront unless they do opt for studying abroad.

This study further appeals to the broader second language acquisition (SLA) community because these types of tasks are not limited to German language learners, but

can be integrated into any foreign language or English as a second language (ESL) program. The tasks would need to be altered only slightly (i.e., changing the target culture and language) in order to be successful. Similarly, these activities could be integrated into any study abroad program as long as the same modifications were implemented (change of language, location, culture, etc.). Studies like the current one would be beneficial to educators, program directors, curricula and task designers, as well as students abroad and at the home university as the interventions are adaptable and easily updated based on current topics.

1.4 CHAPTER SUMMARY

This dissertation consists of five chapters. In chapter two, the literature on culture instruction in FL curricula, intercultural communicative competence and study abroad is surveyed. Chapter three explains the method implemented for data collection as well as the theories that underpin the current study, and its limitations. Chapter four discusses the results from the data and implications for short-term study abroad programs. Chapter five concludes the dissertation with a summary of the findings and ideas for future research within the disciplines of study abroad, curriculum development, and beyond.

Chapter 2: Literature Review

Before discussing the methodology and results of this current study, it must be contextualized within the broader scope of applied linguistics and second language acquisition (SLA) in the academy. Since this dissertation examines understandings of culture as well as how it is taught and assessed in modern language curricula, it is necessary to define the term “culture,” highlight former and current trends in US-American higher education, document government initiatives aimed at increasing cultural awareness and survey previous studies that deal with study abroad (SA) and culture instruction.

This literature review consists of six sections. It begins by surveying different scholars and their interpretations of culture in pedagogy, ultimately sharing the definition used to guide the current study. The concept of culture is notoriously difficult to define, and especially so in terms of how it relates to modern language learning in the academy; it is therefore very important to clarify what definition is used as a basis for the current study. In section two, intercultural communicative competency (ICC) is defined and connected to culture instruction. Section three focuses on a historical survey of culture instruction in US-American institutions in order to highlight the genesis of this topic, comment on previous and current trends in the academy, and situate the arguments of this study in a larger context. Also provided in this section is a review of different government initiatives and projects that have aimed at increasing ICC in the academy.

Section four investigates the development of culture instruction in the academy and beyond, as well as the different approaches to this subject. Section five connects culture

learning to current literature in study abroad (SA). This is done by surveying different projects in the realm of short-term SA literature, both to establish connections to the current study and to highlight gaps which the current project fills. In section six, different methods used by scholars to assess culture learning in the classroom are explained. The literature review concludes by contextualizing the significance of culture instruction in FL classrooms, reiterating the historical context, supplying different interpretations of culture, and demonstrating how former research has informed the current study.

2.1 DEFINITIONS OF CULTURE IN FOREIGN LANGUAGE PEDAGOGY

This section explains different definitions and interpretations of culture that have been applied in foreign language classrooms, ultimately settling on a definition to guide the current study, based on definitions from prominent scholars in the field of SLA and nationally recognized organizations. This section also lays the foundation for the next section (2.2), which explains culture's connection to intercultural communicative competency, i.e., how the two relate to one another, and their significance for this dissertation.

Culture is difficult, if not impossible to define because it encapsulates several different ideas. For some academics, culture may include the everyday practices of a society (Brooks, 1968). For others, culture includes the history, literature and art of a society (Lafayette, 1978). However, most commonly for FL learners, culture comprises all

the differences between their own native culture (C1)¹ and the target culture (C2), thus forcing the learner to label unfamiliar practices as “strange” or “weird” (Hadley, 2001, p. 347).

Some researchers posit that a definition of culture and culture objectives are the highest priority when constructing FL curricula. Brooks (1968), one of the early scholars to devote much of his research to culture in the FL classroom, argues that culture instruction is pivotal for the understanding of the L2 and C2, but that a true definition of the term is difficult to determine and still debated within the academy (p. 205). He identifies five meanings of culture: “growth, refinement, fine arts, patterns of living, and a total way of life” (Brooks, p. 204). In other words, culture touches and is comprised of every aspect of life.

Robert Lafayette (1978), another culture scholar, agrees with Brooks (1968) in the broad definition of culture, but differs in the actual definition he suggests, which consists of a list of 12 “cultural goals”² that instructors can use and alter for their teaching purposes. These range from recognizing “major aesthetic monuments of the target culture, including architecture, literature, and the arts” to “[acting] appropriately in everyday situations” and “[using] appropriate common gestures” (pp. 1-2). His “goals” connect several fields of study, all relevant to the current study, namely pragmatics and linguistics (acting/speaking appropriately and using appropriate body language). Lafayette emphasizes that his list can

¹ It is important to note a tacit problem with this definition, namely the assumption that the C1, or native culture, varies from learner to learner, especially in mixed classrooms which comprise many FL classrooms in the US today. See Kramsch (2000) on ways to integrate classrooms with several different C1s.

² For the full list and description of the 12 cultural goals, see: Lafayette (1978, pp. 1-2).

be separated into “Culture with a capital C” (formal or high culture, such as opera, history, theater) and “culture with a small c” (pop culture, everyday practices) based on the objectives of the specific class and instructor (Lafayette, pp. 2-3).³

Brooks also divides culture into two subcategories: formal culture and deep culture (p. 211). Formal culture is most similar to “big C Culture,” or “Culture with a capital C” and includes “the individual’s relationship to the wide range of esthetic [*sic*] expressions of culture, poetry and prose, the theatre, painting, the dance, architecture, and artistry in whatever form” (p. 211). Deep culture, on the other hand, is more relatable to “little c culture” (“culture with a small c,” referring to issues of everyday life first) and is “a slow, persistent, lifelong process that begins in infancy, and [...] never really ceases” (Brooks, p. 212).⁴ Brooks and Lafayette remain important to the field of culture instruction in FL pedagogy and SLA as two of the earliest researchers to target cultural literacy and culture lessons, as well as to offer concrete examples for curricula integration.⁵

Another scholar concerned with culture in the FL classroom, Dennis Durocher (2007), claims that conflicting interpretations of culture have prevented it from becoming fully integrated into FL curricula (p. 144). Furthermore, underscoring the vagueness of the term for SLA, Seeyle (1997) argues that anthropologists were actually the first to define culture, not culture instruction specialists, but that “each anthropologist had his or her own

³ “Culture with a capital C” is also referred to as “objective culture” whereas “subjective culture” refers to “culture with a small c” (Durocher, 2007, p. 145).

⁴ “Little-c” culture is also referred to as “popular” or “hearthstone” culture (Hadley, 2001). Similarly, “big-C” is also referred to as formal culture (Hadley, 2001).

⁵ Durocher (2007) argues that culture was brought to the forefront of FL learning because of Brooks’ 1968 proposal for a “comprehensive definition of culture,” which reiterates his influence in the academy.

definition” (p. 13). Brooks (1968) criticizes such relativistic approaches by explaining what he calls “The Humpty Dumpty approach” meaning, “when I use a word, it means just what I choose it to mean – neither more nor less” (p. 210). In other words, if every academic and field of study has a different understanding of culture, then finding a unified definition is impossible – an untenable position for anyone trying to be systematic about teaching culture. To clarify this point, Brooks posits that culture is a word with several different meanings, many of which are “not only sharply different but at times contradictory” (Brooks, p. 210). He explains:

We find it [culture] used in reference to raising blueberries, improving one’s speech, listening to string quartets, and training children in infancy. We find it used to refer to a nation’s total character, thought, and action. We call cultural that which stands out as the *best* that people do; we also call cultural *everything* they do, and everything they think and believe as well. Clearly, no single word can mean all these things at once (Brooks, p. 210).

Additionally, the varying definitions for culture are not limited to the academy but can be found in everyday references to the concept, as just referenced by Brooks 1968. He refers to five different definitions found in the dictionary for the word culture, ultimately advocating for the fourth definition to be used in FL curricula (emphasis mine):

- Culture₁—biological growth
- Culture₂—personal refinement
- Culture₃—literature and the fine arts
- **Culture₄—patterns for living**
- Culture₅—the sum total of a way of life. (p. 210)

Brooks argues that, although the competing definitions for culture may be confusing, it is the human aspect that differentiates culture from other aspects of study, explaining that “the most important single criterion in distinguishing culture from geography, history,

folklore, sociology, literature, and civilization is the fact that *in culture we never lose sight of the individual*” (p. 210; emphasis original). In other words, culture and people are interdependent. His interpretation is the strongest and most convincing argument for its use in study abroad (SA), where the focus on learning is most overtly an individual learner trying to integrate into a C2 in very pragmatic terms; section four in this literature review revisits this concept through discussing the connections between culture learning and SA research. In sum, Brooks insinuates that the only way to learn culture is to live among the people of the target culture (C2), i.e., to study abroad (see also Passarelli and Kolb, 2012) – a compelling idea that explicitly limits the role of FL learning of culture *in* the C1.

As for national organizations concerned with FL education, the definition the Modern Language Association (MLA) Report (2007) provides for culture is rooted in language, as well, as expressed through “events, texts, buildings, artworks, cuisines, and many other artifacts” (p. 236). The 2007 MLA Report is an important document for the academy because it addressed persistent problems regarding FL education in higher institutions and offered new goals and objectives for modern language learners and educators. Their suggestion reiterates Seelye’s (1997) suggestion that culture is “a very broad concept embracing all aspects of human life” (p. 13), a notion also supported by Lafayette (1978) and Brooks (1968). The MLA committee recognizes the complexity as well as importance of this term by suggesting a new standard for FL learners: *transcultural* competency instead of just cultural competency (MLA Ad Hoc Committee on Foreign Languages, p. 237).

The MLA Report (2007) defines transcultural competence as follows: “students are educated to function as informed and capable interlocutors with educated native speakers in the target language. They are also trained to reflect on the world and themselves through the lens of another language and culture. They learn to comprehend speakers of the target language as members of foreign societies and to grasp themselves as Americans—that is, as members of a society that is foreign to others” (p. 237). In addition, they state that a constitutive approach to language is the core of transcultural competencies (MLA Ad Hoc Committee on Foreign Languages, p. 235).⁶ The committee argues that language proficiency leads to cultural understanding and thus the two cannot be separated. In fact, they claim that “deep cultural and linguistic knowledge” are equally essential for learners to get a better understanding of the target culture, as well as navigate their own communities (MLA Ad Hoc Committee on Foreign Languages, 2007, p. 236). Again, their definition, like Brooks’, inadvertently advocates for the promotion of SA programs through the connection they establish between language and cultural literacy.

Based on the prior explanations and strategies for approaching culture provided in this section, this representative scholarship shows that the parameters for defining “culture” in FL learning contexts are ambiguous. This ambiguity has enabled organizations, FL departments and academics to create several different interpretations of the term, which further complicates the goal of comprising a unified set of guidelines for implementing

⁶ According to the committee, language is categorized as either instrumental or constitutive (MLA Ad Hoc Committee on Foreign Languages, 2007, p. 235). In their analysis, an instrumentalist approach to language regards language as “a skill” used to communicate thoughts and information, whereas a constitutive approach to language regards language as, “an essential element of a human being’s thought processes, perceptions, and self-expressions” (MLA Ad Hoc Committee on Foreign Languages, 2007, p. 235).

“culture” instruction or culture *Standards*.⁷ Although the MLA committee (2007) and similar organizations seek to avoid this problem by giving a robust list of ideas for evaluating cultural or even transcultural competence, many fail to address what topics or ideas may not be considered appropriate for cultural instruction.

Furthermore, the MLA is not the only organization with national recognition that has tried to define culture within FL instruction. The American Council on the Teaching of Foreign Languages’ (ACTFL) definition of culture is similar to those of the MLA and previous culture scholars in that it is also vast. Their definition reads that culture is “generally understood to include the philosophical perspectives, the behavioral practices, and the products – both tangible and intangible—of a society” (ACTFL, 2015). ACTFL 2015 provides a cultural framework for understanding culture which consists of three interconnected concepts (“the three Ps”) forming a triangle with perspectives (meanings, attitudes, values, ideas) on top, practices (patterns of social interactions) in one corner and products (books, tools, foods, laws, music, games) in the other corner. They believe that culture should not be an isolated topic, presented apart from language instruction, but rather incorporated into the daily lesson plan (ACTFL, 2015).

By considering the definitions from significant individual scholars (Lafayette, Brooks, Seeyle, etc.) and national organizations (MLA, ACTFL), the present study has been guided by a more cohesive and wholistic definition of culture appropriate to individual learners, namely, that it is a combination of an individual’s personal and societal

⁷ The *Standards* are a list of FL learner goals created by the American Council on the Teaching of Foreign Languages. The next section (2.3) surveys the creation of the Standards and its implications for culture learning and the current study.

experiences. Put differently, an individual culture is built by one's upbringing (community, ethnicity, religion, education) as well as society (film, theatre, politics, geography). In the present study, the native culture (C1) of each participant will be determined in a series of interviews and surveys, concerning their own experiences and expectations about study abroad (see below, chapters three and four).

This choice means that the focus of the present study will be focused on how individuals bridge their identities across cultures – on what is called intercultural communicative competence (ICC). The next section explains how ICC relates to the term culture and its use in FL learning and SA literature.

2.2 DEFINITIONS OF INTERCULTURAL COMMUNICATIVE COMPETENCY

Not surprisingly, there have been different interpretations of intercultural communicative competency, each requiring its historical context. It is important to note first that the ideas of communicative competence and intercultural communicative competency (ICC) were developed around the same time that culture instruction gained momentum in the academy (1960s and onward), which reinforces the connection between the two subjects: ICC and culture.

Dell Hymes is regarded as the first scholar to introduce a new concept in language acquisition: communicative competence (1966). Courtney Cazden (2011) argues that Hymes' theory⁸ was a response to two then-emerging theories in linguistics: "Chomsky's

⁸ Hymes presented his theory at a conference in June 1966 entitled "Research Planning Conference on Language Development among Disadvantaged Children" which was at the Ferkauf Graduate School of Education in New York (Cazden, p. 364). His presentation was published in 1972. In his presentation, Hymes (1972) argued that there are "several sectors of communicative competence, of which the grammatical is

transformational generative grammar (1957), and Hymes and Gumperz's ethnography of communication (1964)" (p. 364). Hymes (1972) explained competence as:

the most general term for the capabilities of a person...Competence is dependent upon both (tacit) knowledge and (ability for) use. Knowledge is distinct, then, both from competence (as its part) and from systemic possibility (to which its relation is an empirical matter) (p. 282).

In other words, Hymes rejects Chomsky's (1957) claim that "competence is the knowledge shared by all fluent native speakers," (Cazden, 2011, p. 364) arguing that there is "variation in individual speakers' underlying knowledge" (Cazden, 2011, p. 364). This differentiation is important because Hymes' argument relies on an understanding of anthropology and ethnography instead of just cognition and linguistic theory; Hymes rejects such abstractions and instead tries to connect these fields to language acquisition and provide an interdisciplinary interpretation.

In a similar vein, Michael Canale (1983) explains that "communicative competence refers to both knowledge and skill in using this knowledge when interacting in actual communication" (p. 5). Put differently, communicative competence is knowing how to use language appropriately depending on the situation; for example, ordering food at a Michelin star restaurant as opposed to a drive-through fast-food chain. Moreover, to be "appropriate" will differ based on the societal norms and the speaker's own culture and is thus difficult to measure. These arguments explain the variation that exists in study abroad (SA) literature and the consequent discrepancies in results, since, in this view, every

one" (p. 281). He explained further, "there is behavior, and, underlying it, there are several systems of rules reflected in the judgements and abilities of those whose messages the behavior manifests" (Hymes, p. 281).

individual functions at different levels of competence, even within a source culture. Because of these difficulties, the present study follows Hymes in assuming that each individual will be at their own level of cultural competence, and that that competence will carry over into the C2.⁹

The present version of ICC moreover takes Hymes' 1972 theory one step further by challenging individuals to not only be aware of their own culture and be able to navigate it successfully, but also to be cognizant of other cultures and explore them with the same sophistication – it stresses competence as active (Byram, 1997). Their knowledge of the C1 is to work as a springboard, propelling them deeper into the C2. That is to say, ICC differs only slightly from communicative competency in its scope because it deals not just with successful linguistic communication, but also pragmatical and transcultural dimensions of interacting with cultures.¹⁰ This dissertation employs the definition of “pragmatics” given in Ishihara and Cohen (2014): the ability to behave appropriately

⁹ An example justifies this assumption, because the students have very little difference in their language learning environments. The majority of these students, both the at home (AH) and study abroad (SA) participants, took the same language sequence at the home university: beginning with introduction to German, continuing with second semester German and then finishing their FL requirement with third-semester German. Although there were two exceptions, the majority followed the three-semester language sequence, with the course studied in this current dissertation being (for some) their last semester of formal German instruction during their undergraduate career. Participant 23 from the AH group took German in high school and tested into third-semester German, therefore surpassing the first two semesters; despite this, her level of competence was similar to her peers. Similarly, participant 12 from the SA group also took high school German and tested into second semester German, thus surpassing first semester German at the home university. This establishes the claim that all participants (AH and SA) functioned at similar levels of competence in the L2 and C2. The demographic/background survey results also indicate that all participants had similar L1/C1 competencies. Again, this study argues that this did not have a significant impact on data collection or study results.

¹⁰ The current study uses the 2007 MLA Report's definition of transcultural competence. Again, FL is not the only department in universities and institutions of higher learning that adopts the ICC model for their students, with departments such as medical and business promoting ICC in their curricula as well (Kirkpatrick et al., 2015; Moeller and Osborn, 2014; Deardorff 2009.), thus emphasizing the general importance of this skill and the relevance to the current study.

according to social and cultural norms. The applied linguistics definition of pragmatics in an FL framework is utilized, namely that it encompasses the “meaning that the speaker needs to *co-construct* and negotiate along with the listener within a given cultural context and given the social constraints” (Ishihara and Cohen, 2014, p. 5).

There is a distinction between pragmatic ability and intercultural communicative competency (ICC), in that being pragmatic means that one can navigate a culture and language “appropriately,” whereas ICC is aimed more at introspection. That is, a person who shows ICC gains and/or growth, is able to locate and articulate differences between their native culture (C1) and the target culture (C2), without pitting the two against each other. In other words, interculturally competent individuals are able to show a critical awareness of both cultures, while maintaining respect for each. Pragmatic skills and ICC, like the topic “culture,” are both lifelong developments contingent on personal experience as situations and culturally appropriate behaviors continue to change and evolve. Again, ICC implies that, through a deeper understanding of one’s native culture (C1), one is able to successfully communicate with people of differing cultures.

German scholars’ approaches to ICC are in many ways a better statement of how a study like the present one will work, since, in their tradition’s framework, they limit its interpretation to the fields of applied linguistics, psychology, education and cultural anthropology (Moosmüller and Schönhuth, 2009, p. 211); their work is important here.¹¹

¹¹ For more information on the German approach to ICC, see Moosmüller and Schönhuth (2009).

Nonetheless, as shown below, this dissertation synthesizes all four fields in terms of framework, methodology, data collected and analyzed.

To return now to different interpretations of ICC in order to show the depth of the field as well as its connections to culture learning, Darla Deardorff (2004) argues that the best definition for ICC is the following: “the ability to communicate effectively and behave appropriately in intercultural situations based on one’s intercultural knowledge, skills and attitudes” (p. 184).¹² In one sense, the only thing that separates ICC from Hymes’ communicative competency is the “intercultural” aspect. Deardorff advocates for this definition based on the results from a study she conducted using the Delphi method,¹³ in which she asked experts from the field of ICC to rate different explanations of intercultural competence (pp. 183-184); with the aforementioned definition being the most highly rated. Her study was pivotal because it was the first time a consensual definition of ICC was developed and agreed upon by 23 scholars in the field (Deardorff, 2008, pp. 32-33).¹⁴ For those reasons, the current study uses the ICC definition from Deardorff’s study as the foundation for methodology, data collection and analysis.

Liddicoat and Scarino (2013) make a bullet point list of seven characteristics¹⁵ to consider when evaluating cultural competence. They ultimately advocate that ICC means

¹² Deardorff draws on Spitzberg (1989) to defend the use of the word “appropriate,” stating that within the ICC framework, it is “the avoidance of violating valued rules” (pp. 255-256).

¹³ The Delphi method is a test using a panel of experts to solve a specific problem (Deardorff, 2004). In Deardorff (2004), she used a three round Delphi test to construct a comprehensive definition of intercultural competence by consulting 23 intercultural experts (p. 181).

¹⁴ For more details on Deardorff’s study and results, see: Deardorff (2004) and Savicki (2008).

¹⁵ These characteristics are the following, “[1] accepting that one’s practices are influenced by the cultures in which one participates and so are those of one’s interlocutors; [2] accepting that there is no one right way to do things; [3] valuing one’s own culture and other cultures; [4] using language to explore culture; [5]

“being aware that cultures are relative. That is, being aware that there is no one ‘normal’ way of doing things, but that all behaviors are culturally variable” (p. 24). Their interpretation relates to Deardorff’s 2004 definition because it relies on the interlocutor’s personal knowledge of cultures (C1, C2, and beyond) in order to achieve and negotiate ICC.

Deardorff (2008) bridges ICC and culture by reiterating Brooks’ 1968 sentiment regarding little-c culture. As a reminder, Brooks calls little-c culture a “lifelong process [... that] never really ceases” (p. 212). Likewise, Deardorff also argues for the longevity of ICC as ongoing learning, namely, that “the development of intercultural competence becomes a lifelong journey” (p. 39). Thus, culture and ICC go hand in hand, in terms of development, experience and evaluation.

Additionally, the definitions of communicative competency, just like those for ICC, have been contested by various scholars for their vague descriptions and limitations (Canale, 1983; Deardorff, 2015). Canale (1983), for example, argues that there is little differentiation “between communicative competence and actual communication” (p. 5). Deardorff (2015) suggests that, despite her efforts, there is still not a unanimous understanding of ICC, especially across fields and disciplines, and moreover that “many of these existing definitions [of ICC] have...a predominant focus on the individual and the knowledge, skills, and attitudes required for an individual to be more interculturally competent” (p. 3). In other words, the literature surrounding ICC may be functional for

finding personal ways of engaging in intercultural interaction; [6] using one’s existing knowledge of cultures as a resource for learning about new cultures” and “[7] finding a personal intercultural style and identity” (Liddicoat and Scarino, 2013, pp. 23-24).

basic research on ICC, but its framework is actually biased and unidimensional, not taking into account other interpretations of the term from areas outside of the USA and Europe that extend beyond an individual's skills.

Deardorff is largely correct, as the literature on ICC does indeed reflect how scholars use broad strokes when handling the term. For instance, Kirkpatrick et al. (2015) cite a variety of scholars from competing fields (Deardorff, 2006, 2009, 2012; Kumagai and Lypson, 2009; Papadopoulos, 2006) for their definitions and understandings of ICC, yet they settle on a general understanding of ICC as “attitudes, knowledge, and skills and being able to communicate and behave appropriately with cultures and subcultures different than one's own” (p. 47).¹⁶ The four terms they mention, “attitudes, knowledge, skills, communicating” are those generally agreed upon and referenced throughout ICC literature as the benchmark against which all research is normed. Once again, they separate ICC from communicative competency by mentioning “cultures and subcultures different than one's own” as well as the prevalent buzzword “appropriately.”

In sum, in order to understand the nuances and significance of ICC, it is first important to establish what is meant by culture, as elements that are deemed “appropriate” or “inappropriate” to ICC vary based on this definition, be it linguistic, pragmatic, or otherwise. The present study relies on Byram's theoretical definition of ICC, which holds that ICC is comprised of those four aforementioned learning objectives: attitudes,

¹⁶ Although all of these scholars work in academia and on ICC, their subfields differ: Deardorff focuses on international education and curriculum development, Bennett on sociology (specifically empathy and consciousness), Kumagai on health and professional education, and Papadopoulos on health and nursing. I would argue that the combination of all of these authors' understandings of ICC is what promoted Kirkpatrick's (2015) problematic definition of ICC.

knowledge, skills (of interpreting and relating), and skills of discovery and interaction, i.e., communication (1997, pp. 49-54), as well as Deardorff's 2004 practical application: that an ICC individual is one that can communicate and behave appropriately in intercultural situations.

Nonetheless, as in the case of a definition of culture, it will fall to individual researchers to advocate for a cohesive definition of ICC, as this would aid the field especially in terms of assessment (Deardorff, 2015, p. 3), since one single definition does not currently exist (Moeller and Nugent, 2014, p. 3; Byram, 1997, p. 30). A historical survey of the development of culture teaching in the FL classrooms in the US straightforwardly backs up that assertion, especially in light of how these classrooms have been supported by US-institutions and government initiatives.

2.3 THE BEGINNINGS OF CULTURE INSTRUCTION IN THE ACADEMY AND GOVERNMENTAL SUPPORT

The instruction of culture in FL courses in US-American colleges and universities has changed considerably over the last 40 years (Brooks, 1968; Lafayette, 1978; MLA Ad Hoc Committee on Foreign Languages, 2007). However, the role of culture in foreign language (FL) education, and especially the federal government's connection to such projects remains determined by the funding given to FL instruction in the wake of the launch of Sputnik and the so-called "space race" (Lucas, 2006, p. 273).

Brooks (1968) argues that culture instruction in FL classrooms began with the 1958 National Defense Education Act (NDEA), when NDEA-sponsored institutes¹⁷ began enforcing the “inclusion of culture as a major topic” and promoting intercultural awareness in higher education institutions (p. 208).¹⁸ Since then, several subsequent associations, researchers, conferences¹⁹ and institutions have advocated for the development of culture components in FL classrooms and beyond (ACTFL, 2015; Kramsch, 2000; MLA Ad Hoc Committee on Foreign Languages, 2007; Seelye, 1997).

One of the earliest references to this learning initiative comes from the MLA’s 1953 summer seminar, entitled “Developing Cultural Understanding Through Foreign Language Study” and held at the University of Michigan to address the “role of culture in language instruction” (Brooks, 1968, p. 207).²⁰ As noted earlier, Brooks’ 1968 plea for a unified definition of culture in the academy sparked the discussion on the importance of culture (Durocher, 2007). Not long thereafter, Seelye’s 1971 pre-conference workshop for the

¹⁷ Brooks does not mention which institutions received funding and which did not, but according to the Act, “the Commissioner shall allot each State an amount which bears the same ratio to the amount so appropriated as the number of persons enrolled on a full-time basis in institutions of higher education” (Sec. 202 (a), p. 1583) and that institutions can also apply for loans, “upon application by any institution of higher education with which he has made an agreement under this title, the Commissioner may make a loan to such institution for the purpose of helping to finance the institution’s capital contributions to a student loan fund established pursuant to such agreement” (Sec. 207. (a), p. 1587).

¹⁸ The act’s goal was “to strengthen the national defense and to encourage and assist in the expansion and improvement of educational programs to meet critical national needs; and for other purposes” (Public Law 85-864, p. 1580).

¹⁹ The Northeast Conference on the Teaching of Foreign Languages’ (NCTFL) 1960 conference topic was “Culture in Language Learning” (Brooks, 1968, p. 207). The government, too, became involved in the FL culture discussion with the various NDEA projects from 1958. The NDEA was deemed by Brooks (1968) as “a research project for the examination of cross-cultural contrasts comparing the United States with a number of European countries” (p. 208).

²⁰ Some scholars suggest, however, that Marckwardt’s 1952 proposal to the MLA was the original inspiration for this gathering (Brooks, 1968, p. 207). This moves the timeline up and reinforces the role of the MLA in culture instruction in the academy.

American Council on the Teaching of Foreign Languages (ACTFL) was dedicated to the encouragement of culture instruction, thus reinforcing the importance of this theme in FL curricula. The momentum from these culture initiatives, all happening within years of each other, put culture instruction into a prominent position at US-American colleges, thus securing its place in FL classrooms, especially in terms of study abroad (SA) programs.

Nonetheless, due to support from governmental and academic groups, the teaching of culture in the FL classroom has evolved from being a topic of discussion at a seminar to being integrated centrally into the FL learning *World-Readiness Standards for Learning Languages* (ACTFL, 2015). In the 1970s and 1980s, after a series of government initiatives including President Carter’s Commission on Foreign Language and International Studies (1978) and the Report of the Governors’ Task Force on International Education (1989), a call for an increase in FL education was again issued, yet not just to compete with the Russians, but rather to emphasize culture and ICC. One of the President’s goals for the 1978 document was in fact “[to direct] public attention to the importance of foreign language and international studies for the improvement of communications and understanding with other nations in an increasingly interdependent world” (Carter, 1978, SEC. 2, (1)).

Seven years later, ACTFL released its first version of a *National Standards* for FL learning (2011, p. 1), *Standards for Foreign Language Learning: Preparing for the 21st Century*, a “generic version of standards” for FL learners (1996/2011, p. 1). The *Standards* suggested in this pamphlet included: communication, cultures, communities, connections

and comparisons (ACTFL, 1996/2011/2015).²¹ ACTFL (2015) defines goals and objectives for each *Standard* as well as for learners of each *Standard* with the goal for culture learners being “[interacting] with cultural competence and understanding” (ACTFL). The two objectives they list when teaching culture to students are centered on perspectives relating to practices and products, as stated earlier regarding the triangle model (see page 21).²²

The ACTFL 1996 document was a collaborative effort, prepared by educators from four different national FL associations.²³ This document was originally intended for K-12 educators and learners (ACTFL 1996/2011, p. 4); however, subsequent research from ACTFL (2011) indicates that the *Standards* project was accepted by post-secondary programs (i.e., now for K-16 educators) and “had impact on institutions at the national, state, and district levels”²⁴ (pp. 5-6). ACTFL claims that the *Standards* were also significant in K-12 and post-secondary assessment, professional development and curriculum development as well as instructor practices (p. 7).

²¹ This initiative began in 1993 and received federal support from the Bush Administration’s *America 2000 Education Initiative* and continued with the Clinton Administration’s *Goals 2000: Educate America Act* (ACTFL, 1996/2011, pp. 1-6). This is important to recognize because it reiterates the constant support and acknowledgement of culture instruction by the highest figure in the United States government: the president. The original document has undergone several variations, and individual languages now have more specific standards.

²² These perspectives include: “relating cultural practices to perspectives: learners use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied” and “relating cultural products to perspectives: learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied” (ACTFL, 2015).

²³ These associations were the American Association of Teachers of French, the American Association of Teachers of German, the American Association of Teachers of Spanish and Portuguese, and ACTFL (ACTFL, 1996).

²⁴ ACTFL (1996/2011) defines “institutions” as “states, districts, schools, institutions of higher education, professional organizations, and resource centers” (p. 5-6).

Several subsequent editions of the *Standards* appeared after the initial 1996 document. Three years later in 1999, a guidebook with the updated title *Standards for Foreign Language Learning in the 21st Century* was released, followed by a 2006 edition which included the Arabic language and was compiled with the help of the American Association of Teachers of Arabic (ACTFL, 2011, p. 2). The *Standards* were also changed from *National Standards* to *World-Readiness Standards for Learning Languages*, but the “5 Cs” remained the same.²⁵

As a result, more than ten years after ACTFL’s release of the original *Standards* document, a follow-up report was written entitled *A Decade of Foreign Language Standards: Impact, Influence, and Future Directions* (2011). This report was, once again, federally sponsored (ACTFL, 2011, p. 1) and was commissioned to assess the reception, integration, and failures of the 1996 *National Standards* (ACTFL, 2011). ACTFL claims that, prior to the 1996 *National Standards* release, despite efforts from the aforementioned organizations and academics, learner outcomes from state departments of education “were in terms of 4 skills *sometimes* with the addition of culture as a 5th skill”²⁶ (2011, p. 7, emphasis mine). Interestingly, even though ACTFL (1996) claims that culture is often seen as an afterthought in FL curricula, they note that, in their review of scholarly articles, “Five Cs were the most common focus of articles (184), but when a single goal area was the focus, Cultures generated the most articles (58)” (pp. 11-12). The was probably because of

²⁵ The 5 Cs, again, are communication, cultures, communities, connections and comparisons (ACTFL, 2015).

²⁶ The four skills most commonly referenced in FL learning literature are: reading, writing, listening, and speaking.

the imprecise definition of “culture.” Despite these data, ACTFL notes that a survey they conducted reveals that most FL instructors “focus primarily on the Communication (79%) and Cultures (22%) standards in their teaching” (p. 11). In sum, even though there has been national support for culture instruction from the government and national educational organizations like ACTFL, culture instruction is still seen as a relatively minor component of FL classrooms.

ACTFL suggests that the relatively low percentage of culture lessons stems from multiple factors: the instructors’ level of comfort or experience with the C2, as well as differences in native speaker (NS) versus non-native speaker instructors (NNS) (p. 11). This debate is worth brief investigation, as it pertains to the current study. Ghanem (2015) studied the native versus non-native instructor phenomenon by arguing that, although NS and NNS instructors have varying levels of confidence when developing culture lessons, this should not affect their curricula or teaching choices. Kramsch (2000) similarly dispels the native versus nonnative instructor dichotomy and instead argues for a greater focus on developing classroom cultures (p. 9), shifting the concentration away from the instructor to the learner. In this dissertation, the data collected come from students of NS and NNS instructors.²⁷ The limitations section in chapter three discusses the significance of this discrepancy and what it means for data collection and analysis in the present study.

²⁷ Chapter three (methodology and limitations) explains this in greater detail. The SA group in the current study had an NS instructor from the SA region of Germany (Franconia) whereas the AH group had an NNS instructor, originally from the U.K. As discussed in more detail below, the current study argues that this difference did not impact data collection or culture instruction in either group.

As a final note, ACTFL is not the only national organization to release a set of *Standards* or learning objectives concerning culture. As stated in section 2.1 of this chapter, the Modern Language Association (MLA) elevated the status of culture after their 2007 Report, offering new definitions and frameworks, as well as approaches to teaching. Like ACTFL, the MLA 2007 Report claims that culture and language are connected and are only fully grasped when learned in tandem with one another. This is not a novel idea (see, e.g., Zhang and Zhou, 2014; Seelye, 1997; Kramsch, 2000; etc.), but because the MLA is a national organization, its report had more significant implications for curricula and institutions of higher education. The *Standards* and MLA Report are important when investigating not only the definition of culture (as already stated), but also the instruction of culture in the FL classroom in US colleges and universities because, again, they reinforce the steps large organizations have taken over the years to push FL and culture initiatives.

Similarly, studies like Abrams (2002) and Nguyen (2017) indicate that culture instruction is important not only to the complete understanding of the target language (L2) and culture (C2), but also to a greater understanding of the students' own culture (C1). Students' understanding of the C2 aids in generating compassion and sensitivity to foreign cultures that are otherwise disregarded and labeled as "other" (Hadley, 2001; Lado, 1964). In a diverse society like the United States of America, the need for ICC is growing, and FL instruction with culture as the foundation, as well as the immersion that SA programs offer, have both been recommended as strategies to handle this challenge (MLA Ad Hoc Committee on Foreign Languages, 2007; Vande Berg, Paige, and Lou, 2012).

Additionally, a number of academics and FL organizations posit that culture can only be incorporated into FL classrooms through a restructuring of the original model (ACTFL, 2015; Ghanem, 2015; MLA Ad Hoc Committee on Foreign Languages, 2007), but the current study refutes this claim, instead advocating for the incorporation of targeted in-class interventions. The 2007 MLA Report argues for a restructuring in terms of adopting an interdisciplinary approach to materials taught in these courses, as well as a cooperative approach to teaching (MLA Ad Hoc Committee on Foreign Languages, 2007, p. 239). They recommend team-taught courses, and a greater amount of collaboration among all levels of faculty (MLA Ad Hoc Committee on Foreign Languages, 2007, p. 239). Curricula reform in FL departments at colleges and universities across the United States is the crux of their argument and their solution to the problem of dismal FL enrollment rates and rising global terrorism.

Returning now to the current study, study abroad (SA) offers a convenient solution to the presented problem of culture instruction when successfully implemented: it is not enough to send students abroad, their learning must also be guided through in-class activities targeted at experiential learning. The following section describes different approaches to culture learning in FL classrooms in US-American institutions by summarizing different studies, followed by a survey of SA studies in order to connect this argument to the current study and its goals.

2.4 FORMER AND CURRENT APPROACHES TO CULTURE LEARNING

This section outlines previous approaches to culture instruction, first reviewing some of the scholars and organizations already mentioned, and then concretely investigating a variety of recommended theories and completed studies in order to contextualize the current study's methodology further. Given the multiple definitions of culture that we have seen thus far, not only do academics have the flexibility to design lessons and curricula that best fit their institutions' and students' needs, in accordance with their vision for culture in FL classrooms, but they also, as researchers, can display flexibility in their research questions, and thus produce a variety results. Therefore, in order to get a broader perspective on approaches to culture instruction, both recommendations for culture instruction and the research studies which measured culture gains at US-based must be surveyed.

As shown above, the need for comprehensive culture instruction in FL classrooms has been reiterated by different academics and organizations throughout the years. The MLA Report in particular suggested a change in the approach to teaching FL, whilst directly addressing the teaching of culture. Kramsch (2000), on the other hand, argues that such commissions and national guidelines are actually detrimental to intercultural awareness:

Foreign language study in the US bears heavily the mark of the 1978 Commission Report; it has given throughout the 1980s a considerable booster to the teaching and learning of foreign languages across the country: at the same time, however, it has infused with it a concept of challenge that stresses international competitiveness, problem-solving, and short-term action. Applied to the foreign language classroom, it can reinforce American ideologies and impede cross-cultural understanding (p. 249).

In other words, she suggests that earlier initiatives created to promote intercultural communicative competency (ICC) were counterproductive, preventing students from reaching their full potential in the FL classroom. Kramsch blames the political nature of these commissions, arguing that it encourages students to learn the target language (L2) and target culture (C2) by promoting a sort of US-American imperialism and thus an “us versus them” mindset. This mentality pins one culture against the other, instead of searching for common ground.²⁸ Although Kramsch makes a convincing point in that these lessons could be detrimental if not executed with care and real-world adaptability, it is important to emphasize that not all FL instruction risks reinforcing US-American ideologies and hindering cross-cultural understanding. The data in the current study in fact suggest the opposite: that activities targeted at cultural differences can actually heighten students’ ICC, and that the environment of instruction; namely, abroad versus the home university, plays a large role in this acquisition.

I turn now to another important debate surrounding culture instruction which has persisted since the 1960s, namely, the relationship between language and culture. Brooks (1968) and Kramsch (2000) restated the belief that language and culture are components of the same entity. Kramsch further supports her claim by suggesting that cultural awareness and linguistic proficiency are actually the two keys to reaching fluency: “culture becomes the very core of language teaching. Cultural awareness must then be viewed both as enabling language proficiency and as being the outcome of reflection on language

²⁸ This idea was briefly mentioned in section 2.1 above, when discussing the potential polarizing effects of culture instruction, as reiterated by Hadley 2001.

proficiency” (p. 8). In other words, she suggests that culture and language cannot be learned as separate entities, but rather as parts of a whole subject. Kramsch (2000) also cites Halliday (1990),²⁹ who in her view provides a theoretical framework for the language and culture dichotomy and anchors “culture in the very grammar we use, the very vocabulary we choose, the very metaphors we live by” (p. 8). If Kramsch’s theories are sound, then it would suggest that culture and language are intrinsically linked, thus inadvertently advocating for SA programs which are situated in the C2.

Sapir (1921) had famously rebuked this claim, arguing for a system’s approach to language production, thus separating language and culture. In contrast to Sapir’s idea, Brooks 1968 advocated for cultural instruction in FL classrooms from the onset, something the MLA 2007 Report would reiterate (p. 214). Lafayette (1978) argued, however, that the real challenge was not whether or not to include culture instruction, but rather, to learn how to strike a balance between language and culture instruction (p. 9), a challenge that still exists today. Lafayette ultimately suggested that the FL instructor is responsible for deciding how little or how much culture is included in their FL curriculum. He argued that institutions and academics must decide if “cross-cultural learning” is to be an objective for their curricula or not, and that the goals for their program should guide their selection of materials and activities (Lafayette, p. 19). In his view, ACTFL and the MLA took this freedom away from institutions by suggesting that culture learning should be a priority for

²⁹ Halliday is credited with developing the communicative approach or communicative language teaching (CLT) (1976). It is also suggested that Dell Hymes was instrumental in developing this area of research as he is responsible for coining the term “communicative competence,” meaning “the human’s ability to use language to communicate appropriately in different settings” (1971; Asher and Mesthrie, 2001, p. 2).

every FL classroom. Lafayette even defended institutions who disregarded culture instruction by writing, “teachers who do not claim culture as a goal cannot be criticized for not including it in the curriculum” (p. 19). This seems unthinkable given the culture initiatives promoted by recent scholars and institutions.

Lafayette (pp. 3-10) recommended five teaching techniques for culture educators during the 1970s, which gained popularity in the academy at the time:

1. Culture Capsules³⁰
2. Audio-Motor Unit
3. Culture Assimilator
4. Cultural Minidrama
5. Learning Activity Packages (LAPs)³¹

Lafayette also explained eight different strategies³² for teaching culture in the FL classroom which amount to a full integration of culture in every aspect of the FL curriculum. Surprisingly, Lafayette never mentions integrating SA into FL curricula, even though SA programs had been a part of college programs since the early 1920s, thus illustrating the disconnect between culture instruction and practical application.

Beyond this foundation of culture instruction and previous approaches to teaching culture at US-institutions, there are a number of more recent studies that measured learner gains’ in regard to culture learning. Briefly put, it is important to understand the theories that underpin these studies to see not only which proved influential in the current study,

³⁰ Lafayette (1978) claims that this method was originally developed by Taylor and Sorensen (1961).

³¹ For full descriptions and examples of each teaching technique see: Lafayette (1978).

³² These are: (1) integrating culture into a language-based course, (2) integrating culture and introductory materials, (3) integrating culture and vocabulary, (4) integrating culture and grammar, (5) integrating culture and communication, (6) integrating culture and reading, (7) integrating culture and writing and (8) integrating illustrations and culture (pp. 11-19).

but also how classroom pragmatics might influence a new generation of theory and research paradigms. For example, researchers like Yuanfeng Zhang and Xiaoyan Zhou (2014) connect linguistic gains to cultural competency, which they argue brings depth to this learning goal. They make the following point in support of culture integration and its connection to FL comprehension:

language proficiency is achieved through understanding the culture embedded in the language. Foreign language learning goes far beyond mastering linguistic forms. Teaching culture in foreign language classrooms is as important as teaching linguistic knowledge, because the cultural knowledge greatly impacts students' language use and their communication with native speakers (p. 58).

Zhang and Zhou limit their research to Chinese language instruction and break their study up into three different semesters. In the first semester of instruction, they recommend introducing typical “little c” cultural conventions,³³ mixing “little c” with “big C”³⁴ culture in the second and focusing solely on “big C”³⁵ topics in the third (Zhang and Zhou, pp. 59-60). These researchers believe that their “heightened cultural awareness” approach to FL learning “expedites students’ language learning and their ultimate achievement of higher levels of language proficiency” and that without it, a student “cannot be an effective intercultural communicator” (Zhang and Zhou, pp. 59-60). In other words, without extensive culture instruction, especially in languages with culturally rich linguistic symbols

³³ The “little c” cultural topics Zhang and Zhou (2014) recommend are “social encounters and interactions...greetings, expressing thanks and apologies, saying farewell, and making phone calls, requests and invitations” (p. 58).

³⁴ This approach includes teaching “traditional Chinese ethics, morals, virtues, and values embodied in Chinese idioms, proverbs, and legendary stories” (Zhang and Zhou, 2014, p. 59).

³⁵ Zhang and Zhou’s definition of “big C” culture topics are: “Chinese geography, history, civilization, philosophical outlook, religion, customs, society, economy, and political systems” (p. 59).

(like those found in Chinese script), ICC would be harder to develop, if not impossible. In sum, although their study focuses only on the Chinese language, their results are compelling for all FL instruction, further encouraging the case for culture instruction.³⁶

Two other theories important to the current study are experiential or deep learning and in-class interventions targeted at pragma-linguistic gains. Passarelli and Kolb (2012) argue that experiential learning leads to deep learning, with studying abroad as the ideal context for this learning to take place. In their research, they define deep learning as “the developmental process of learning that fully integrates four modes of the experiential learning cycle: experiencing, reflecting, thinking, and acting” (p. 146). These concepts guided the current study, as the study was developed with the goal of deep learning for all participants, SA and AH.

Pragma-linguistic gains combine linguistic and cultural competency; namely, if someone is pragma-linguistically aware, they are able to not only navigate the L2, but also the C2. Put differently, pragma-linguistically competent interlocutors know how to use not only formal versus informal pronouns according to the morpho-syntactic rules of German, e.g., *Sie* ‘you’ (formal) versus *du* ‘you’ (informal), but also in which contexts it would be appropriate to switch between the two registers thus demonstrating linguistic and cultural finesse.

Further, Ishihara and Cohen (2014) define pragma-linguistic gains as speakers having the ability to know “actual language forms used to convey the intended meaning”

³⁶ As noted above, for the 2017-2018 academic year, the same year data was collected for the current study, approximately 10% of the undergraduate student population studied abroad – 4,421 (The University of Texas at Austin, 2020).

(p. 43). Ishihara and Cohen recommend developing imaginary scenarios such as dialogues between different speakers, with one speaker making pragma-linguistic mistakes and then administering these scenarios in the form of a worksheet to FL learners. In so doing, FL learners can evaluate the pragma-linguistic competencies of each speaker by evaluating the appropriateness of such scenarios in terms of formality, strategies of communication and cultural norms (Ishihara and Cohen, pp. 286-294). This current study adapted this activity for the AH and SA participants in order to measure their pragma-linguistic awareness; this activity will be addressed in the results and discussion section (chapter four).

Additionally, since the current study looks at learner gains in students learning German as a foreign language, it is important to survey previous studies with similar research questions. The first study comes from Kahnke and Stehle (2011), which is grounded in popular or hearthstone culture (“little-c”) as opposed to formal culture (“big-C”) (Hadley, 2001). Following the MLA Report’s guidelines, they design a study aimed at increasing cultural gains in their students by asking them to analyze films with a “transcultural frame of reference” (Kahnke and Stehle, p. 117).³⁷ In order to achieve this transcultural frame of reference, they suggest comparing the films *Good Bye Lenin!* (2003) and *Das Leben der Anderen* (“The Lives of Others,” 2006), as both films represent various aspects of the German Democratic Republic (GDR) at different moments in time. They claim that this practice prevents students from “oversimplifying” the events leading to the unification of East and West Germany (Kahnke and Stehle, p. 117) and thus encourages

³⁷ Transcultural awareness, again, was one of the main FL learner goals the 2007 MLA Report highlighted.

the students to create a robust image of the history of Germany from a cinematic perspective.

Moreover, in order to achieve this goal, they offer a three-step approach when teaching this material: (1) ask students to design casting sheets for the characters³⁸ in the film; (2) perform a “hot seat” or “running the gauntlet”³⁹ exercise, which leads to deeper understanding of character motivations; (3) transfer scenes from the movie to current situations in the students’ lives. The last part of the exercise, (3), links the films to the personal lives of the students, thus transforming the activity into a truly transcultural and translingual exercise because they must interpret the films against the C1/C2 as well as the L1/L2. Kahnke and Stehle (2011) suggest that this film exercise can be taught in both advanced German courses and German culture-and-film courses taught in English (p. 120).

To summarize, the strategies used by Kahnke and Stehle (2011) work in tandem with the 2007 MLA Report’s guidelines by encouraging translingual as well as transcultural competency within the FL classroom. The lesson is based on authentic materials, and the researchers ask the students to critically interpret them, as well as contextualize them within the L1/L2 and C1/C2. There is, however, no mention of who the instructor should be (tenured or non-tenured,⁴⁰ NS or NNS). This is noteworthy because, again, the 2007 MLA Report specifically addressed the role of tenured and non-tenured

³⁸ They asked the students to provide an in-depth character analysis as well as reflect on why these characters were chosen for the film (Kahnke and Stehle, 2011).

³⁹ “Hot seat” and “running the gauntlet” exercises are theatrical pedagogical approaches inspired by Susanne Even’s research (on which see, e.g., Evens 2008).

⁴⁰ More faculty collaboration among instructors (tenured and non-tenured as well as graduate student), was a goal the 2007 MLA Report highlighted, as tenured faculty usually teach upper-division content courses, whereas graduate students and non-tenured faculty tend to teach lower-division language courses (p. 236).

faculty in regard to FL culture instruction but did not address the question of NS versus NNS instructors.

Similarly, Hammer and Swaffar (2012) approach the teaching of culture through media, specifically through the German television program *Lindenstraße* ('Linden Street'). In their study, they suggest that exposing students enrolled in German courses at US-American universities to authentic materials gives them more "sophisticated" perceptions of the C2, especially when asked to reflect on plot features and cultural themes on the material in writing (Hammer and Swaffar, p. 209). For their project, they surveyed 69 students in fourth semester German and divided their research into pre-viewing and post-viewing activities (Hammer and Swaffar, p. 209).

Like Kahnke and Stehle (2011), in the pre-viewing activity, Hammer and Swaffar (2012) asked their students to read the character biographies from *Lindenstraße*, and then separated the students into groups to review the characters. The screenings of the television series were in German with no English subtitles. As homework, the students wrote response papers to each episode in German. In the post-viewing activity, students discussed the cultural frames they perceived in the episode; they assembled and categorized the frames as a class and wrote them on the blackboard (Hammer and Swaffar, p. 212). This aided in discussing the cultural themes in each episode. The instructors argue that by the end of the semester, these activities helped students recognize and relate to the cultural differences presented in the television series (Hammer and Swaffar). This claim was supported by empirical evidence which evolved in the research design: using a holistic rating matrix,

the writing was evaluated for points of view, awareness of cross-cultural difference, and pragmatic ability to pick up on sociocultural variables.

Hammer and Swaffar (2012) strives to accommodate the 2007 MLA Report's guideline of transcultural and translingual competence, as students directly confronted, assessed, described, and related to cultural differences. Admittedly, *Lindenstraße* was their only cultural frame of reference, but the discussion sections during the post-viewing activities enabled instructors to guide the lessons based on specific learning objectives. Like the Kahnke and Stehle (2011) study, however, there was no mention of the preferred instructor for this activity (tenured/non-tenured or NS/NNS). The present study draws on both examples, using components from Kahnke and Stehle (2011), and Hammer and Swaffar (2012) for the in-class interventions for both the SA and AH participants. Chapters three and four outline the interventions, study design, and results that resulted from these examples.

It is also important to consider the issue of NS vs. NNS instructors, as the native culture (C1) of an FL instructor may also influence how they instruct culture in the FL classroom. Ghanem (2015) indicates that this difference is important in regard to teaching culture, as NS instructors feel that they are the authority, while NNS instructors who often feel inferior since they do not have intimate contact with the target culture.⁴¹ However, there are exceptions to this generalization, as some NNS instructors may adopt the opposite

⁴¹ See section 2.3 for an overview of the implications this has for culture instruction in the academy.

attitude, identifying with the target culture (C2) and acting more native-like than their NS colleagues.

First, Ghanem (2015) states that not much research has been done in the fields of SLA or applied linguistics concerning FL instructor identities in languages other than English. Her study looks at eight German instructors, four NS and four NNS, at a large southwestern university in the United States. Ghanem's findings suggest that being an NS or NNS "may have a significant effect on the identity and the attitude of the instructor towards the FL and teaching the FL" (p. 177). As with the other studies reported on here, the problem of defining culture played a prominent role in Ghanem's results: the participants struggled with what "culture teaching" meant and thus could not succinctly explain the term (Ghanem, p. 177).

Regardless of these difficulties, the instructors in Ghanem's (2015) study rated teaching culture as the most important or second most important of all "skills" and topics of FL instruction (pp. 177-178). The difference in her study came from how the NS/NNS instructors rated themselves as teachers of culture. There was an overarching theme of NS instructors displaying more confidence and authority, whereas NNS instructors openly wrote in their response journals that they lacked the needed confidence for culture teaching (Ghanem, p. 177).

Again, Ghanem's (2015) study suggests that the C1 of the FL instructor may affect culture instruction. Despite her research, culture lessons like those from Hammer and Swaffar (2012), and Kahnke and Stehle (2011) display how prolific previous culture instruction documents were in forming curricula, specifically the MLA Report (2007). As

a reminder, in the present study, the AH group had an NNS instructor and the SA group an NS instructor. The results from the data suggest that, although the NS was able to give more anecdotes concerning life in the SA region, there was little to no effect in regard to the efficacy of the two different instructors on culture lessons. Both instructors from the current study also displayed equal levels of confidence when teaching culture in the classroom. In addition, the researcher taught and administered all four of the in-class interventions, which targeted ICC, not the normal AH/SA instructors.

Although much of the literature is contradictory concerning what culture instruction includes, there is a common theme worth revisiting: culture and language are needed not only for students to achieve transcultural competency, but also to achieve full fluency in the L2. Similarly, Seeyle (1997) argues “it is critical to acknowledge that to penetrate another culture, knowledge of the foreign language is imperative” (p. 14). As stated earlier in this chapter, numerous other organizations and individuals echo his sentiment (Brooks, 1968; Kramsch, 2000; MLA Ad Hoc Committee on Foreign Languages, 2007), but the scholarship suggests that the methods for implementing culture instruction and ICC are just as complicated and vague as the definitions surrounding the term, as well as the tools for measuring success in culture learning.

Nevertheless, the constant research is encouraging for applied linguistics and specialists in SA. The scholarship suggests that with the ever-changing political climate in the United States and abroad, culture instruction will prove to be relevant not only in post-secondary education, but also on a larger scale such as the workplace. Further, culture instruction, when done with care, has the potential to enrich FL classrooms and help

students reach fluency in the L2, as well as develop social skills beyond SLA. Transcultural competency also increases compassion for differing opinions and promotes positivity for foreign cultures and traditions that may otherwise be considered unknown and thus threatening. In addition, culture instruction in FL classrooms in US-American colleges and universities enables students to reflect on their C1, explore the C2 and gain a richer understanding of the world.

The next section connects the current discussion on culture and culture instruction to studies in the realm of study abroad (SA), specifically short-term SA abroad programs. The current study is about a short-term SA program and thus previous studies on these programs are important in order to establish a baseline for what has already been investigated and demonstrate what gaps the current study seeks to fill.

2.5 STUDIES IN SHORT-TERM STUDY ABROAD AND CULTURE LEARNING

This section turns to previous studies in short-term study abroad (SA) which have investigated various learner gains and have informed the current research.

The number of students participating in SA programs has steadily increased in the past twenty years. Much of this is due to various government initiatives previously mentioned which encouraged SA at US-American institutions of higher education, see: the 1958 National Defense Education Act (NDEA), the Department of Education's 1965 Title VI program, President Jimmy Carter's 1978 Commission on Foreign Language, the 2005 Commission on the Abraham Lincoln Study Abroad Fellowship and the 2007 Senator Paul Simon Study Abroad Foundation Act (Brooks, 1968, p. 208; Kinginger, 2008, p. 1;

Kramsch, 2000, p. 247; Wanner, 2009, p. 81). All of these programs sought to encourage foreign language literacy and intercultural communicative competencies in US-American students to various degrees. US-American colleges and universities responded to these governmental programs in different ways, with several creating “short-term” SA programs. These programs differ from the typical “Junior Year Abroad” (JYA) in that they usually take place during the summer months and last anywhere from three to 10 weeks (Martinsen, 2010, p. 505). Furthermore, the most recent statistics from 2017/2018⁴² state that 38.5% of SA participants enrolled in short-term summer SA programs, with only 2.2% opting for the once typical JYA and 30.3% for an academic semester, yet most research on SA comes from the longer programs.⁴³

Subsequently, there is a gap in the literature, not only within the arena of short-term programs, but also within their scope of research; specifically, most scholars focus on the linguistic gains of the students who go abroad, instead of their transformational learning and/or pragmatic gains. This section of the literature review focuses on eight different studies and compares their areas of research: what they tested, the number of participants in each study, the length of program, and the housing provided for each student according to program in order to demonstrate what has already been researched in the realm of short-term SA. Likewise, these former studies informed the current study in terms of study design, data collection and ideas for future research.

⁴² As noted earlier, data was collected for this current study during the 2017/2018 academic year, further contextualizing the importance of the statistics provided.

⁴³ These statistics come from the Institute of International Education’s (IIE) *Open Doors* annual report, the authority in the field for national data on study abroad and international education.

The first study comes from Allen (2010) who investigates student motivations in regard to their desire to continue on with foreign language education within the “activity theory perspective.” In her study, she collects data from six intermediate-level students of French, three female and three male, all US-Americans and native English speakers, who studied in Nantes, France for six weeks. Allen describes the program as “an ‘island’-type program,” meaning it was “organized by the participants’ home university at an overseas facility managed by an American SA [study abroad] provider, and students were taught by the U.S. program faculty member plus a French professor based in France” (p. 32). This design is similar to the present study’s program, as the home university (UT) also organized their SA program and a US faculty member, as well as German-based professors, were the instructors in Würzburg.

All of the students in the SA program from Allen’s study stayed with French host families “(one student per family) who provided them a private bedroom and daily meals” (Allen, p. 32). This differs from the current study, in which all UT SA participants stayed in student housing organized by the German university. Allen collected data from the students before, during and after the program through a series of interviews, questionnaires and blogs (p. 32), again, employing a similar methodology to the current study.

Her study indicates that:

to varying degrees, participants initially motivated to engage in language learning and to participate in SA for linguistic reasons [...] did develop more motivation to continue studying or using French personally through SA. Conversely, those participants initially motivated to learn French and participate in SA for pragmatic reasons [...] did not enhance their language-learning motivation, viewing it primarily as a cultural and travel experience (Allen, p.42).

Allen specifically highlights the agency given to students in SA programs as a crucial factor when she asks the participants to self-assess their learning outcomes from SA (p. 45). She ends her argument by once again highlighting the importance of SA and activity theory as suitable “learning contexts” for assessing learner outcomes within this given framework (p. 45).

The next study important for the present discussion, Cubillos, Chieffo, and Fan (2008), also looks at learner outcomes from students who stayed with host families abroad (in Costa Rica and Spain), but their study was larger, with 48 participants in the experimental group and 92 in the control group at the home university (pp. 157, 162, 172). All of the students were enrolled in a five-week intermediate Spanish course and the goal of the study was to track their gains in listening comprehension over the course of the program. The researchers did this by using the Spanish Advanced Placement Test (p. 163).

Moreover, by having a control group for that study, the scholars were able to concretely compare the gains between the two groups to verify the effectiveness of immersion in the host country. Their results indicate that both groups of students, the control and experimental, showed similar gains in listening comprehension, but that they approached the activity in different ways:

While both on-campus and study abroad groups experienced similar gains in listening comprehension, there were significant differences in the way learners approached listening tasks: the study abroad group applied primarily top-down and social listening strategies, while the on-campus students favored bottom-up processing. Higher-proficiency students in the study abroad groups had significantly higher comprehension gains, and the study abroad groups achieved higher levels of confidence and self-perceived ability after the treatment (Cubillos, Chieffo, and Fan, p. 157).

The authors ultimately advocate for the primacy of SA over home university language courses, basing this suggestion on the success host-country environments provide (Cubillos, Chieffo, and Fan, p. 177). In other words, even if the gains are similar between the control and the experimental group, the researchers maintain that the target culture environment provides more opportunities for positive gains in comprehension. This is important because it correlates to the current study: both the AH and SA group showed similar gains across the board in regard to pragma-linguistics and ICC, but like Cubillos, Chieffo, and Fan's participants, they approached activities differently. These differences are explained as well as what they mean for SA programs and future research in chapters four and five.

To continue with the studies that investigated students who stayed with host families in the target culture, Reynolds-Case (2013) researched a group of 10 students, three male and seven female, who spent four weeks in Madrid (p. 314). She focused on "students' recognition, comprehension, and production of region-specific linguistic forms" (Reynolds-Case, p. 311), specifically the pronoun *vosotros* ("you" plural). Reynolds-Case argues that the students' command of this pronoun not only showed an improvement in language acquisition, but also in cultural competence, since native speakers only use it in specific situations (p. 318).

She explains further:

The results showed that, even though the amount of time spent in Madrid was relatively short, it was sufficient for students to begin recognizing and using *vosotros* forms in appropriate situations. In addition, results from the post-program survey revealed students' increased cultural competence, demonstrated by their ability to appropriately distinguish in which situations they could be less formal, using the *vosotros* pronouns and forms, vs. those situations requiring more formality, and thus the *ustedes* forms (Reynolds-Case, p. 318).

In sum, Reynolds-Case, like the previous scholars, reinforces both the need for short-term SA and its benefits: “although somewhat limited in scope, the present study adds to the growing body of knowledge on the effectiveness of short-term study abroad programs on the acquisition of regional variations in pronunciation and/or region-specific forms” (p. 318). Following this lead, the current study also collected data on pronunciation and morpho-syntax in order to compare the SA participants' language to native speakers from the region of Germany they studied in.⁴⁴ Regardless, assimilation to regional variation is something that future work could also address, as it could indicate cultural integration and a shift in identity.

Henriksen, Geeslin, and Willis (2010) also look at gains in students who studied in Spain. For their study, they collected data from five participants, all female US-Americans, who were enrolled in an “immersion program” for seven weeks in León, Spain (Henriksen, Geeslin, and Willis, pp. 113, 125). All of the students also lived with Spanish host families, and were asked to refrain from speaking English during the program. The data were

⁴⁴ The results from that data take are not included in the current study because of time constraints and the focus of the dissertation.

collected “through a computerized production task that elicited three context-based sentence types: declaratives, absolute interrogatives, and pronominal interrogatives” and the primary focus of the study was “Spanish intonation as it develops in a study abroad context” (Henriksen, Geeslin, and Willis, p. 113).

Their results echo those of many of the earlier scholars in that “despite individual variation, most L2 learners modify their intonational patterns ... through an increase in frequency of use of their more dominant intonation patterns and/or changes in their final boundary tone inventory” (p. 113). In other words, SA is beneficial for the improvement of intonation patterns. They conclude by advocating, again like the other researchers, for SA, since “the study abroad experience contributed to an increase in accuracy with the formal properties of the language” (p. 132).

The last study that investigates student gains in host families presented here comes from Martinsen (2010). For his analysis, he collected data from a large corpus, 45 students, all native English speakers, who spent six weeks in Argentina (Martinsen, p. 507). Martinsen’s research question was broader than the previous studies surveyed, as he investigated their oral language skills and cross-cultural sensitivity (p. 520). Unlike the previous studies, however, some of the students did not show positive gains in these areas:

These results show that as a group these students experienced modest yet statistically significant improvements in their oral language skills over the course of their brief stay abroad...While there was a general trend toward small improvements in oral language skills from pre- to posttest, the results also indicate that there was a wide range of changes in students’ skills, with some students making gains of a full point and others even showing a decrease in their skills (Martinsen, p. 514).

Despite the unpredictable results, Martinsen maintains that “short-term programs can lead to improvement in linguistic and culture learning for students who are simply not able to go abroad for longer periods of time (p. 520). He notes the difficulty of measuring student skills during short-term study abroad programs, which may account for the students who showed no gains and/or a decrease in their skills, and also suggests that such gains may be nonlinear and thus end of program or post-program evaluations could present inaccurate results (Martinsen, p. 520). His observation reiterates the sentiment of previous culture and ICC scholars (Brooks, 1968; Deardorff, 2008), namely that such gains may persist long after a sojourn abroad ends. The most compelling component of his argument is his notion that cultural sensitivity can be used to predict linguistic gains in students who go abroad (Martinsen, 2010, p. 520). If this is correct, then it would be a good idea for SA programs to implement and promote cultural sensitivity programs, and thus encourage linguistic gains in students participating in short-term SA programs.⁴⁵

The three remaining programs reviewed here differ from the previous ones in their program design and housing for the students. First, Anderson et al. (2005) collected data from students who stayed with British host families for part of their stay and in student housing for the remainder (p. 462). Second, Arnett (2013) observed students who lived in “student apartments with one to three native speakers of German” (p. 707), and lastly, Core (2017) was not explicit about where the participants stayed during their nine-day seminar in Shanghai, China, but writes that they were in a “university guesthouse” (p. 402).

⁴⁵ Chapter four below expands on this concept and connects it to the present study.

Anderson et al. researched the “development of cross-cultural sensitivity” (p. 457) from a group of 23 students who spent four weeks abroad, two in England and two in Ireland (p. 462). Their study is unique in that there was no language component since all of the instruction was in English, all of the students were native English speakers, and the host countries English-speaking countries. This choice enabled the researchers to focus completely on the intercultural gains of the participants. Their results indicate that the four-week program led to positive gains across all participants:

This study provides preliminary evidence that short-term, non-language-based study abroad programs can have a positive impact on intercultural sensitivity. The participants in the 4-week study set in England and Ireland significantly improved their overall intercultural sensitivity as measured by the IDI development score. The principal growth in their development appears to be in the area of Reversal and Acceptance/Adaptation⁴⁶ (Anderson et al., p. 467).

The researchers conclude by emphasizing the importance of study abroad and intercultural awareness as well as its implications for personal growth and development outside of the classroom and the host country:

Intercultural awareness is, of course, not limited to improving one’s understanding and acceptance of cultures outside of the US. By increasing students’ intercultural sensitivity, it is reasonable to expect that they will also be better prepared to address different cultures within the US—including those on their college campus (Anderson et al., p. 467).

In other words, SA programs with a specific focus on intercultural awareness like theirs provide transferable skills that students can then use regardless of where they are in the

⁴⁶ They define the IDI as the Intercultural Development Inventory as developed by Hammer and Bennett 2002.

world. They argue that these skills are just as important abroad as in the students' home communities. This is an important result, especially for the current study which investigates cultural gains in students who studied abroad for more than double the time (10 weeks as opposed to four) as compared to students who did not leave the US-American campus.

In another study, Arnett (2013) provides an interesting data set of nine participants, four female and five male, again all native English speakers, who spent 10 weeks in Potsdam, Germany. Arnett investigated the syntactic gains of the informants, focusing on case and verbs, and compared their results to a control group of 25 students at the home university (pp. 705, 707). Unlike the previous studies, Arnett immersed the participants in German university life by housing them in "student apartments with one to three native speakers of German" (p. 707), which is similar to the current study, as SA participants also lived in student apartments but not all with native German speakers. Nonetheless, Arnett's results revealed no significant gains between the students who went abroad and those who stayed at the home campus. Despite this, Arnett maintains that students should still go abroad, even if the learning outcomes are the same, or perhaps worse than their peers who stay at the home campus:

As data for this relatively small group of students showed that the study abroad students performed neither better nor worse on measures of accuracy using the accusative and dative cases, students should be encouraged to go abroad, knowing that their syntactical knowledge and communication skills will be assessed upon their return in a manner that takes into consideration the breadth of their overall learning (p. 711).

Although the current study agrees that going abroad is better than staying at the home campus, it would have been interesting to test her participants' intercultural gains in order

to test the connection between linguistic and pragmatic gains. The present study thus builds on Arnett's study by focusing on pragma-linguistic and ICC gains in students who go abroad versus those who stay at the home university.

Another work discussed here is Core (2017), which draws on a nine-day program in Shanghai, China (p. 402). There were eight participants in the study, seven female and one male, and as previously stated, it was not clear the level of interaction the students had with students and or families from the host country as the researcher stated that the participants stayed in "university guesthouses" (Core, p. 402). There is also mention of the participants having Chinese "food buddies" but this concept is not clearly defined, and it is also unclear what language they used with each other and how frequent the interaction was (Core, p. 402).

Core's study differs from those already discussed here in that the seminar focused on social issues in the country of China and thus the researcher looked for "milestone" gains in the students in regard to comprehension of these issues (Core, p. 404). Core writes that by the end of the seminar, "students were able to synthesize knowledge with respect to social systems, achieving milestones with respect to perspective taking" (p. 405), although it is important to note that not all of the students were able to achieve these kinds of gains. Regardless, Core argues that trips like this can "enhance classmates' global citizenship" (p. 407), especially in regard to issues that are important to the country of study.

A final study which informed the current study comes from Barron (2000). In her study, Barron surveys 33 Irish English speakers' cross-cultural pragmatic knowledge

through a series of three data collections during a 10-month sojourn in Germany (Barron, pp. 6, 18). Barron used a discourse completion task (DCT) to collect her data and test the participants' pragmatic ability through speech acts. The results of her study suggest that time in the target country lead to a more "native-like" command of the target language (Barron, p. 19). Barron claims that students can only mitigate potentially face-threatening pragmatic situations *while* they are abroad; she uses no control group for study, but rather, compares her participants' results to native speakers.

The current study also looked to students abroad as the "ideal" environment for learning and negotiating pragmatics, but expanded on Barron's research by administering four in-class interventions as well as comparing the results to a control group that stayed at the home university. The current study was thus able to test one of Barron's claims: namely that pragmatics are best learned abroad. The data from the current study confirm Barron's hypothesis as the study abroad (SA) participants submitted more nuanced, detailed, and pragma-linguistically aware assignments for each intervention compared to their at home (AH) peers, whose responses were not as detailed. As a final note, at the time of writing, Barron's study is the only one which compares linguistic and pragmatic gains in longer SA programs within the German context.

After reviewing the literature, several conclusions regarding the types of programs being tested as well as promoted within the arena of short-term SA, and those that are not, can be drawn. The homogeneity of almost every data set is striking, with all of the informants coming from US-American institutions, as well as native English speakers and US-Americans. Although this choice gives a clear picture of what learner gains look like

within that particular framework, it ignores the large population of international students studying at US-American institutions, and also neglects colleges and universities in Europe and around the globe that also send students abroad. The current study does not fill this gap in the literature, as only two participants (one from the AH group and one from the SA group) were nonnative English speakers – leaving it for future research.

The role of homestays in promoting linguistic and intercultural gains for the participants is also not clear from the literature reviewed here. In the current study, several SA participants remarked that they believed their linguistic gains would have been more dramatic had they stayed with a host-family and not in university housing, but the literature is not convincing in that regard.⁴⁷ The length of the programs from this literature review also differed drastically, ranging from nine days to 10 weeks. These differences exhibit the diversity that exists in short-term SA programs which raises the following question: how is short-term study abroad defined? As previously stated, this term usually denotes programs shorter than two months (Martinsen, 2010, p. 505), but the definition is variable, and most semester-long programs are not much longer, as they tend to last about 13 weeks. There is therefore some uncertainty involved.

In addition, the data from the studies reviewed in this section are also difficult to compare since each researcher chose a different quality to isolate in terms of gains. Most researchers focus on the linguistic (phonetic, syntactic, lexical, etc.), since these are the most readily available to test, whereas the more nuanced gains, such as those in

⁴⁷ Peter Hess, the founder and director of the UT exchange program, points out that UT students were in fact housed with German host families at the beginning of the program, but that logistical difficulties soon made that impossible.

intercultural awareness and pragmatics, are not explored as often. Additionally, the sample sizes from the reviewed studies are generally low, which makes it difficult to draw conclusions, yield statistically significant results, and plan for future research. The current study aims to solve this by providing a larger sample size (when compared to ethnographic studies, which usually have smaller sample sizes and case studies like the ones surveyed here).

Short-term study abroad programs may be the future of SA for US-American institutions and students wishing to immerse themselves in the target language and target culture, or even those just hoping to fulfill their final foreign language credit. Again, statistics reveal that more students prefer short-term programs, as opposed to the traditional semester or year-long programs (*Open Doors*, Institute of International Education, 2020). This is the case for a number of reasons, including pressure to graduate in four years, practicality (housing costs and lease agreements), financial responsibilities, and personal preference. The current study thus demonstrates the efficacy of short-term SA programs, and the ease with which institutions can implement lessons in pre-existing curricula as a means to promote pragma-linguistic gains in students who choose to go abroad or stay at the home university.

As to the role of study abroad in intercultural communicative competency (ICC) and culture instruction, Lewin (2009) writes that “study abroad is undergoing a revolution in the United States” with the number of US-American students participating “in an international experience for academic credit [increasing] dramatically since the late 1990s” (xiii). He ties this argument to the US-American government, writing that “U.S. Congress

has stated its unequivocal, bipartisan desire for one million American students to study abroad annually by 2017. This is the strongest interest to date in study abroad” (Lewin, xiii).⁴⁸ Lewin’s statements are reminiscent of the aforementioned government support for culture instruction in institutions of higher education. If experiencing the target language (L2) and target culture (C2) firsthand is the most beneficial in promoting learner gains, it is not surprising that government agencies and educators alike advocate for increased funding and participation for these programs.

Again, as shown in the literature review, students who participate in short-term SA programs, despite their length, still produce positive linguistic and pragmatic gains (Henriksen, Geeslin, and Willis, 2010; Martinsen, 2010; Reynolds-Case, 2013). Stuart (2012) argues that in terms of intercultural gains, the difference between students enrolled in shorter versus longer programs is minimal: “duration does exert some marginal influence on intercultural competence development, but overall, the results are underwhelming in terms of supporting the assumption that the amount of time students spend abroad is meaningfully associated with their increased cultural competence” (pp. 126, 131).

There have also been comparative studies which explored the role of environment: abroad versus the home university, concerning learner gains (Segalowitz and Freed, 2004; Schauer, 2006; Taguchi, 2008; Bardovi-Harlig and Dörnyei, 1998), but the majority of such studies focus on English as a Second Language (ESL) and English as a Foreign

⁴⁸ This goal was not reached, as approximately 341,751 US students studied abroad that year (*Open Doors*, Institute of International Education, 2020).

Language (EFL) students (Bardovi-Harlig and Dörnyei, 1998; Schauer, 2006; Taguchi, 2008), not US-American students learning German in the USA/Germany.⁴⁹

In sum, this portion of the literature review has surveyed previous attempts to measure learner gains in students participating in short-term SA programs. The studies surveyed measured linguistic and cultural gains and showed a variety of results, but all researchers promoted SA participation, even when participants showed little to no progress. The final two sections of this literature review survey methods for assessing culture and summarize the implications from this chapter for the current study and how all of it relates to study design.

2.6 ASSESSING CULTURE AND ICC IN THE ACADEMY

This section provides a sampling of different models used in the literature to establish and measure learner gains. It is important to review these methods, as they served as the foundation for the analysis employed in the current study.

Assessing culture learning in the FL classroom is challenging (Byram and Morgan, 1994; Kordes, 1991; Meyer, 1991). According to Troyan (2012), the *Standards for Foreign Language Learning in the 21st Century* (ACTFL, 1996) are the authority for learner assessment (p. 118). Troyan argues, however, that, in practice, these *Standards* rely too heavily on the “communication goal area” and ignore other areas of FL instruction. On the other hand, Valette (1977) argues that “cultural awareness” tests are usually “administered in pairs: pretests and posttests” with the goal being to first establish “the baseline or point

⁴⁹ These show further need for the current study which has filled part of the gap in the literature by focusing on US-American students learning German in the host country versus on the home-campus.

of departure” and then assess “the degree of progress that the students have made” (p. 266). She posits that “tests of cultural awareness are generally built around items [which] measure cultural knowledge,” with the example that a student studying US-American culture should be familiar with historical figures like George Washington and Abraham Lincoln (Valette, p. 266). These assessments and recommendations were taken into consideration when developing the cultural surveys in the current study, e.g., the current study administered a pre-test to establish the working cultural knowledge of the SA and AH participants, as well as a post-test and delayed post-test in order to track gains and retention of gains.

There are several models for assessing gains in intercultural awareness. The models reviewed here are most commonly referenced in the literature on intercultural communicative competency (ICC). One of these is the Intercultural Development Inventory (IDI), which measures cultural competency (Hammer, 1999).⁵⁰ Durocher (2007) argues that this assessment measure is similar to Bennett’s (1993) Developmental Model of Intercultural Sensitivity (p.143). Bennett’s model assesses subjective or “little-c culture” by use of a questionnaire; for example, this questionnaire then groups the participants on a continuum based on their answers which reveals their cultural awareness (Durocher). The levels in this model (ranging from lowest amount of cultural competency to highest) are: denial, defense/reversal, minimization, acceptance and encapsulated marginality (Durocher, p. 151).

⁵⁰ The Intercultural Development Inventory was developed by Hammer (1999) with the help of Milton J. Bennett and is a “psychometric instrument for evaluating sensitivity to cultural difference” (Durocher, 2007, pp.143-149).

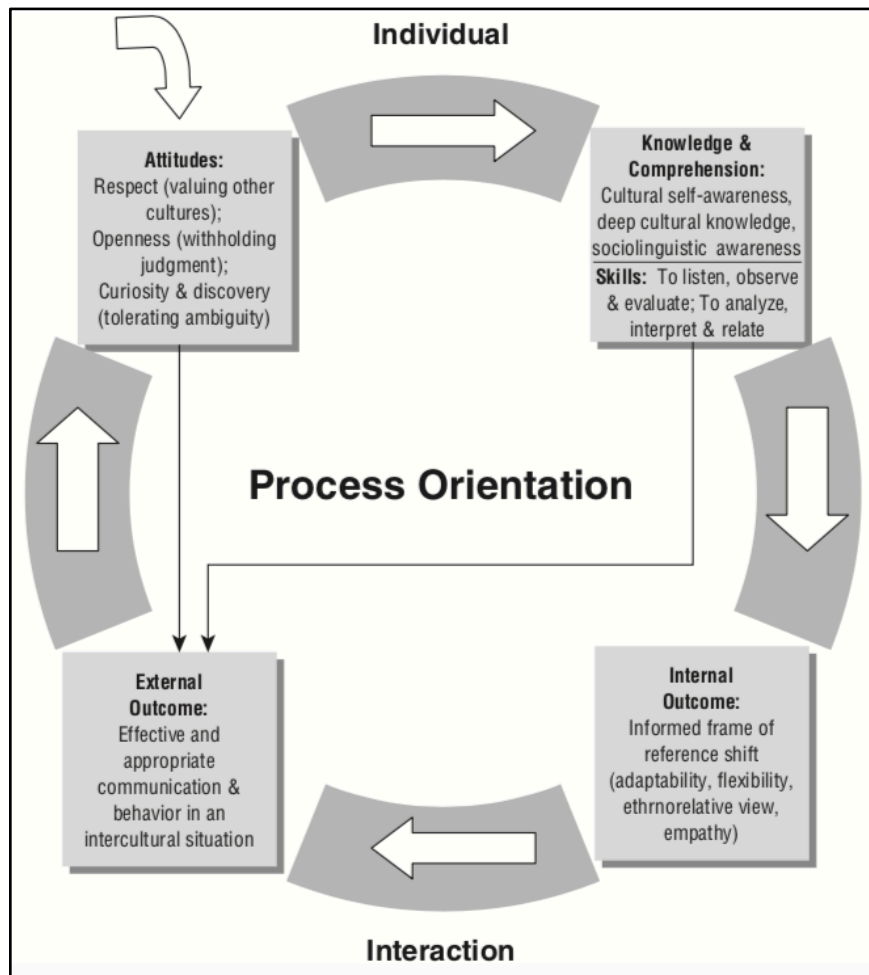
This method is helpful when assessing different stages of culture learning. It also enables students to take on a more active role in their fluency – if the researcher shares the results with them, they see where they are on the cultural continuum and can work to improve their cultural competency (if that is their goal). Durocher (2007), for instance, used the IDI model in his own research on three different second-semester French foreign language (FL) classes at Nicholls State University, since this model “provides a good starting point for defining and categorizing knowledge about intercultural competence” (pp. 143-145).⁵¹

Deardorff (2004) provides a cyclical model for evaluating and assessing ICC in student gains. There are four stages in the model: attitudes, knowledge and comprehension, internal outcome, and external outcome (see: figure 1 below). Deardorff recommends beginning with the “attitudes” stage and then assessing learners at each stage in order to document and track development.⁵²

⁵¹ Similarly, the current study developed a novel survey for assessing cultural awareness by combining techniques from previous scholars and did not share the results with the participants, as this was not part of the study design.

⁵² Deardorff (2008) advises the following when using this model, one should “begin with attitudes; move from individual level (attitudes) to interaction level (outcomes). [The] degree of intercultural competence depends on degree of attitudes, knowledge/comprehension, and skills” (Deardorff, p. 36).

Figure 1. Deardorff's 2004 "Process Model of Intercultural Competence" (2006, p. 256)



Deardorff (2008) proposes the OSEE model in order to cultivate ICC in students abroad (p. 44). OSEE stands for:

- O—Observe what is happening
- S—State objectively what is happening
- E—Explore different explanations for what is happening
- E—Evaluate which explanation is the most likely (Deardorff and Deardorff, 2000)

She recommends using this framework with a variety of in-class instruction: film clips, roleplays, photographs, etc. (Deardorff, p. 44). Deardorff further suggests structured

reflection for SA students, coordinated with OSEE based activities in order to promote ICC abroad (p. 45). Deardorff's recommendations reiterate the aforementioned experiential learning model (section 2.4), another model which was employed in tandem with OSEE and student reflections by the current study.

Similarly, Hammer and Swaffar (2012), surveyed earlier in this chapter (section 2.4), implements a "Model for the Assessment of Cultural Competency" (MACC) to assess their results, as noted above (p. 209). They developed this model based on ACTFL's *Standards* and used it as a scale "for assessing differences in essay formulations" (Hammer and Swaffar, p. 213).⁵³ There were four separate categories in the MACC: (1) rhetorical organization, (2) verifiable content, (3) identifiable writer point of view, and (4) interpretive substance (Hammer and Swaffar, p. 213). Moreover, the researchers used this model to assess the students' written reflections gathered during their study.

The previously mentioned 2007 MLA Report also includes ways to evaluate cultural competency. Included in the 2007 Report is a list of three criteria⁵⁴ that the committee members believe can be used by academic institutions to determine the transcultural competency of FL learners (p. 238). These criteria range from interpreting essays, to commenting on advertising or evaluating political rhetoric from the C2 (MLA

⁵³ They co-developed the model with a colleague, Katherine Arens (Hammer and Swaffar, p. 230).

⁵⁴ The criteria for transcultural competency include, "[1] achieve enough proficiency in the language to converse with educated native speakers on a level that allows both linguistic exchanges and metalinguistic exchanges (that is, discussion about the language itself). [2] Have a solid command as well as an analytic knowledge of specific metaphors and key terms that inform culture. [3] Understand how a particular background reality is reestablished on a daily basis through cultural subsystems..." (MLA Ad Hoc Committee on Foreign Languages, 2007, p. 238).

Ad Hoc Committee on Foreign Languages, 2007, p. 238). The current study takes these guidelines into account by assessing essays and written reflections from the participants as well as evaluating the participants' reactions to advertising in order to measure their cultural competency.

The models presented for assessing cultural competency suggest how vast and subjective testing culture is. They also reiterate the need for comprehensive culture curricula in order for FL instructors to design ways to test their students' understanding of the target culture (C2) in clear and concise manners because designing methods for testing cultural competency aids in helping students reach proficiency in the target language (L2). This is important considering the various theories presented earlier argue for the interdependency of culture and language, thus reinforcing the idea that language competency is only possible when culture competency is also achieved.

In sum, the current study combines methods and techniques from previous scholars in order to gauge the cultural gains in the participants. It is also a goal of the current study to improve culture assessment in future studies for scholars who investigate similar aspects of learner gains, in and out of the SA context.

2.7 IMPLICATIONS FOR THE CURRENT STUDY

This literature review laid the foundation for the current study by emphasizing the importance of the present project as filling in lacunae in our existing knowledge about SA programs. First, in section 2.1, the term "culture" was explored by establishing the competing definitions that exist for it in the academy and beyond. In section 2.2, the term

culture was connected to intercultural communicative competency. In this section, the establishment of ICC as well as a variety of definitions for the term were provided in order to establish the relationship and interdependency of the two concepts (culture and ICC) as well as to reiterate their significance to the current study's design.

Further, in section 2.3, the genesis of culture instruction in the academy as well as the development of governmental and national support for cultural initiatives were reviewed. Government involvement adds to the urgency of the current project, as its results are meaningful to disciplines outside of the academy. Section 2.4 provided a theoretical framework of former and current approaches to culture instruction, ranging from the 1970s to the present. These former and modern methods are important to the current study, as they provide the basis for method design and data analysis.

Section 2.5 further situated the current study in the broader field of second language acquisition (SLA) by reviewing literature from short-term SA programs. SA programs provide a convenient setting to observe cultural gains and perform interventions targeted at intercultural communicative competency since the participants live in and experience the C2. Finally, this literature review ended by examining different methods that have been used by researchers to measure cultural gains in section 2.6. For the current study, a mixed-methods approach was employed, informed by previous research with similar studies. The next chapter explains the methodology for the current study, followed by the limitations presented and encountered during and after data collection was completed.

Chapter 3: Methodology

The literature on study abroad (including journal articles, handbooks, newspaper reports, etc.) recommends a combination of techniques for data collection from program participants, since experiences may vary from student to student (Vande Berg, Paige and Lou, 2012). This study therefore uses a multi-modal approach, drawing on both qualitative and quantitative methods for data collection in the form of interviews and questionnaires. Following a common protocol for research on second language acquisition (see, e.g., Nguyen, Pham, and Pham, 2012), this dissertation follows a pre-test, post-test and delayed post-test model, meaning that data was collected at three different intervals to assess potential gains. This chapter explains how participants were recruited for each group, makes note of any specific factors in each group, establishes the population for each group, describes each test performed and finishes with limitations for this study.

The data take for this dissertation comes from two groups of undergraduate students from the University of Texas at Austin (UT) who were enrolled in a third-semester lower-division German language and culture course. The first group served as the experimental or “study abroad” (SA) group, and the second as the control or “at home” (AH) group. The SA group completed the German course during a 10-week short-term study abroad program during summer 2018 in Würzburg, Germany. UT hosted this study abroad program since the early 1990s, but not data had ever been collected from the program details or participants. This provided a unique opportunity for a direct comparison of programs, especially since both the course in Germany and the course in Texas had the

same textbook, general student demographic, and course materials.¹ The AH group completed this course during the 2018 long academic fall semester at the home university in the US which lasted 16 weeks. The principal researcher (Krauter) was on-site for the duration of both data collections.

The AH and SA courses were designed to be equivalent, meaning that all participants were students from the same US institution and completed the same in-class activities. The Germanic Studies Department from the home university designed the course investigated in this study; the textbook used for this course was *Sag Mal: An Introduction to German Language and Culture* (Anton, Barske, Grabowski, and McKinstry, 2018), and it followed the “flipped classroom” model meaning that students complete the grammar presentations at home and focus on more communicative activities during class time. In terms of contact hours, or hours spent with the instructor, both participants had approximately the same experience. The only major difference was that the SA participants met every day with their instructor over a 10-week period, whereas the AH participants only met three times a week over a 16-week period.

Because of the uniformity of the course, syllabus, and textbook across the SA and AH classrooms, many different forms of data were gathered, which enabled a relatively comprehensive analysis, using for the different instructional environments (abroad versus

¹ Because of the number of participants from the study abroad program, only one class was observed in Würzburg and all data were collected from that single class. For the AH group, two classes were observed to keep the number of participants parallel. Again, all of the AH participants took the same lower-division course from the same instructor. The AH instructor was a native British-English speaker (Sarah), but the SA instructor was a native-German speaker (Thorsten), provided by the University of Würzburg. This discrepancy is addressed in greater detail in the limitations section of this study, at the end of this chapter.

in the US), as the main point of departure. That is, the similar curricula allowed this current study to investigate how beneficial living in the target culture was for the development of a variety of different skills, both linguistic and pragmatic. Ultimately, the full scope of this study aimed at building a full language profile for every participant from both groups and then comparing trends from various groups within the SA and AH participants in order to draw conclusions for future curricula design. The present study focuses primarily on the results from the in-class interventions for each group, using supplementary data such as interviews and linguistic results, to explain the results.²

In order to collect enough data to track linguistic, pragmatic and intercultural gains, the current study designed an experiment that consisted of a series of interviews, surveys, in- and out-of-class activities, post-instruction tests, pronunciation tasks, and morpho-syntactic assessments, of which, as noted above, only the four interventions (in- and out-of-class activities) are discussed here.³ Both groups of students, the AH and SA, completed all of the same activities, assessments, and interviews in order to make the data take as parallel as possible. There are limitations to this study, as discussed at the end of this chapter, but it was a goal of this project to control as many factors as possible in order to make the groups the most similar, and the comparisons therefore more appropriate.

² I plan to return to the data in future work.

³ These gains and assessments are explained in more detail in the results and discussion sections in chapter four.

Although the short-term SA program in Würzburg compared to the home university course is appealing for numerous reasons, two reasons that stood out and were highlighted in program advertising were:

1. Students could fulfill their foreign language requirement, and
2. Students could spend the summer abroad in Germany, a central European country, surrounded by several different countries easily accessible for a weekend trip via plane, train or bus.

The AH participants, although they were not able to spend the summer in a different country, had valid personal and academic reasons for not going abroad such as: not breaking their lease, saving on travel costs, spending time with their family and friends, and not disrupting their graduation timeline (assuming that a summer abroad would have delayed their graduation date).

The next section explains the methodology for the SA and AH groups by outlining each program in terms of recruitment, length, location, course materials, and data collected. Answers to the beginning background survey are also provided in order to establish the population of both groups. This chapter ends by addressing the limitations and the steps taken to reduce these limitations.

RECRUITMENT AND CONSENT FORMS

The SA Group

The SA group consisted of 18 students from the University of Texas at Austin who participated in a 10-week study abroad program in Würzburg, Germany. Würzburg is in southern Germany, in the state of Bavaria, in the region called Franconia. The dialect specific to this region is “East Franconian,” since it is located in “Unterfranken” (*Lower*

Franconia; see Rowley, 1990, p. 394). This dialect distinguishes itself from other German dialects in that it lacks the consonants [p] and [t] and has some long vowels where the standard language and other dialects have diphthongs, e.g., [a:] and [ɔ:] in words like “klein” (*little*), “heiß” (*hot*), or “Teig” (*dough*), (Rowley, 1990, p. 396).⁴ This dialect is mentioned here because the current study tested the SA participants’ linguistic data against native speakers from the East Franconian dialect region⁵ to check for any assimilation.⁶ This also functioned as an additional check for cultural assimilation, because as Rowley notes, “in most parts of the [Franconian] region, dialect is still very much in use, and is felt to be a powerful symbol of local identity” (p. 397). Assimilation to dialectal features on the part of the SA participants would indicate a degree of integration into the local culture and region through means of linguistic expression, adding to what is commonly referred to as “transformational learning” seen in many SA participants in the literature. In other words, adapting to the local dialect by learning from the locals would be deemed as a “transformational” outcome.

In the SA group, there were 18 participants: 10 self-reported as female, seven as male and one as transgender.⁷ Three of the students, one male and two female, dropped out

⁴ A number of descriptions of East Franconian are available, e.g., Russ (1990), Diegritz (1971) and Kaußler (1962).

⁵ Although all of the native speaker informants were from the East Franconian dialect region, several of them noted during the interview portion that they felt they did not speak the dialect, and indicated that it would be difficult to find speakers who did unless one traveled to the rural areas of the region. This also implies that the SA participants would not come in contact with any East Franconian dialect speakers since they noted that anyone in the city of Würzburg would not be a dialect speaker (assuming the SA participants did not spend much time in rural communities surrounding the city).

⁶ The results of that comparison will be presented in future work and are not discussed here.

⁷ Part of the beginning and exiting questionnaire contained biographical questions, e.g., “gender.” For this question, the participants typed in their answer, as no possible responses were provided. It was not clear from the field work performed if the student who identified as transgender was “out” to their classmates;

of the study when they returned to the United States. Their data is included from the pre- and post-tests but not from the delayed post-test. The Institutional Review Board (IRB) approved both studies (IRB Study 2018-04-0069 and 2018-07-0116). Further, for recruitment of participants, the principal researcher (Krauter) traveled to Würzburg in the summer of 2018. Prior to departure, a pilot study⁸ was conducted with students at the home university enrolled in the same course: third-semester lower-division German. Based on the results from the pilot, revisions were made to the exercises and surveys before distribution to the SA and AH groups. Upon arrival in Germany, the program director for the study abroad program, a professor from the home university, sent out an initial email to the SA students enrolled in third-semester lower-division German announcing the study and asking for participation. Because of a low response rate to this email, the principal researcher also recruited participants in person from the course with permission from the IRB. The participants were all in the same section, had the same course materials, and same instructor.

All of the participants received 2% extra credit in the course for full participation in the study; to maintain fairness in grading, students who opted out of the study were able to receive extra credit from other activities independent of the study. Participants signed a

regardless, this study does not focus on gender/gender identity. This student also changed their answer, self-reporting as “male” and not “trans” during the post-program questionnaire. Again, this topic was not probed with the participant at any point in the study as gender reporting and transgenderism was not a point of interest. This should be taken into account when designing future studies and looking at the effects of study abroad.

⁸ I conducted the pilot study during the spring 2018 semester. Although the results from the pilot study are not discussed in detail in this study, the data collected in that pilot influenced the final study design represented here.

written consent form, giving this current study permission to video and audio record them during data collection. This current study included classroom observations three times a week in order to document any changes in behavior, language, attitude, and motivation. As stated earlier, the class met five times a week but were only observed thrice in order for the principal researcher to maintain distance from the participants and also document their changes at the same time.⁹

The AH Group

Recruitment for the AH participants differed from the SA participants in a few aspects. First, the instructor (Sarah) of these students sent out the recruitment email, instead of the program director. Because of low participation numbers, students were recruited from two third-semester German courses to ensure that the participant number was parallel to the SA group. Like the SA group, all participants from the AH group had the chance to earn 2% extra credit for participation; also like the SA group, the students who did not participate in the study were still given opportunities to earn extra credit in the course, apart from study participation.

The AH group had the same number of participants as the SA group (18), but the gender distribution differed: 15 females and three males.¹⁰ Three female participants dropped out of the study: one mid-way through the study and two before the delayed post-test. All collected data is included, but the missing data sets are noted in the discussion and

⁹ For a full list of consent and recruitment forms, including recruitment announcements, see appendices I-L.

¹⁰ All participants self-reported their gender.

results section of chapter four. The AH participants had the same instructor and the course met three times a week. The participants were observed by the principal researcher once a week to make notes of their progress and behavior in class. They were observed only once a week in order to reflect the methodology from the SA group in terms of distance.

THE SA GROUP

Environment

The SA group of students, again, met five times a week for two hours per meeting. There were also eight “double sessions” in which the class met for four hours. The instructor created these double sessions to make up for time off for regional holidays and canceled classes. The students met at the language center at the Julius-Maximilians-University (JMU) of Würzburg, which, although a part of the campus, is separate from other university buildings and somewhat isolated.¹¹ Traditionally, German university buildings are spread throughout the city or town they are located in, as opposed to a concentrated campus, as is common at US-American universities. The students came to campus by bus from their dormitories and apartments.¹²

The SA classroom consisted of several rectangular-shaped tables with chairs, similar to science classrooms in the United States. They could move the chairs and desks,

¹¹ The location may have had an indirect effect on the classroom atmosphere. Since the course was during the summer and in a secluded part of campus, the area was often quiet, with other groups of students (international and non-international) arriving only around lunchtime because there was a cafeteria on the first floor of the building the language class met in.

¹² All of the students lived in dormitories provided by JMU. Some lived with other international students, and some had single room accommodations. Although UT tried to accommodate the SA participants' preferences, the JMU housing organization is independent from the university itself and therefore made the final decisions about participant housing.

but the chairs were not attached to the desks and the students did not move the desks. Additionally, students were free to choose where they sat, and many sat by their friends and stayed in the same seat for the duration of the program. The students got to know each other well over the course of the summer semester and would often joke and play in class. Everyone knew not only each other's names, but also personal details about their lives, since several of them spent the majority of their time outside of class with one another, be that getting food together, living in the same dormitory or exploring the area and neighboring countries together. These factors made for a lively classroom environment that sometimes echoed that of a summer camp, meaning that the students felt free to express themselves and their opinions through loud and open discussions, with some even leaving class periodically for a few minutes for various reasons.

Further, the language program at JMU chose the instructor for the course offered during the SA program. The instructor, referred to here with the pseudonym "Thorsten" to protect his identity, is a native German speaker (NS) and an experienced English teacher. This instructor co-taught for the winter 2016 semester at the University of Eastern Illinois, and taught his own course the summer and fall 2016 semester. He also co-taught winter 2018 and spring 2019 at the University of Delaware where he was enrolled as a Ph.D. student in their Early American Literature program. Finally, he taught a literature course for German speaking students at the "Sprachzentrum" (*language center*) at JMU on academic writing during summer 2018, the same time he was an instructor for the course investigated. Thorsten was born in 1991 and was 27 years old during the summer program. He completed his undergraduate degree in Germany and earned a Master of Arts in English

Literature from the University of Eastern Illinois. As of fall 2018, Thorsten was enrolled in a doctoral program in comparative literature at the University of Delaware.

To provide context on the type of instruction the SA participants received, some background information on their instructor is provided and explained; this information is also provided for the AH participants and their instructor as a means of comparison. Thorsten was born in “Unterfranken” (*Lower Franconia*) in a town called Erschaffenburg. In total, he spent three years living in the US and had studied the English language for 13 years at the time of his appointment at JMU. In terms of German teaching experience, he taught a language course for a semester in February 2018 at the “Euroschule” in his hometown of Erschaffenburg. He was also a substitute teacher for “Deutsch als Fremdsprache” (*German as a foreign language*) courses for refugees in the same area. For those courses, he taught levels varying from A2 to C1.¹³ The first time Thorsten taught lower-division third-semester German was the summer when data was collected for this study. In other words, although he was an experienced teacher of both German and English, this was his first experience with the specific course textbook and materials.

As noted above, the SA and AH courses were equivalent in terms of course materials, assessments and homework, as well as general student population. Since the SA instructor differed from the AH instructor, differences arose from teaching styles. These characteristics were due in part to the environment of instruction and in part to the

¹³ This is a rating system that comes from the Common European Framework of Reference for Languages (CEFR) and denotes level of mastery. Students at A1 are complete beginners with no prior knowledge of the language, whereas C2 speakers are advanced-native like speakers. The levels are A1, A2, B1, B2, C1, and C2.

instructors' personalities.¹⁴ For example, Thorsten taught from a seated position at the front of the classroom for most sessions whereas the AH instructor, Sarah (a pseudonym to protect her identity), was more dynamic and moved around the class, never sitting in front of the students.

Thorsten used the same syllabus as the AH instructor, although he emended it to fit within the 10-week instructional period. His instruction was 50% English and 50% German, with more sessions primarily in English by the end of the program. When asked why he chose to do this, he cited frustration from the SA participants, relaying that it was difficult to keep them in the L2. It was evident during classroom observations that it was challenging for Thorsten to keep the SA participants on task, and that his switch to English was mostly disciplinary in nature: to enforce classroom rules or explain difficult concepts. SA participants would often answer questions in English and would only switch to German when prompted by Thorsten to do so. Class observations and participant interviews suggest that they had the linguistic skills to stay in the L2 but had little motivation to do so, especially since there were no obvious repercussions for staying in the L1, e.g., a drop in participation points.

Thorsten used a mix of textbook-based and self-developed materials, although he hardly ever employed media. All of the online homework was assigned for him by the principal researcher so it would not vary from the AH course.¹⁵ His choice not to employ

¹⁴ Both instructors were interviewed in this study, and when Thorsten was asked to describe his teaching style, he replied, "collaboration, [a] safe-space, student-centered, open, friendly."

¹⁵ The study assigned it because they were familiar with the interface and had online access to the course, whereas Thorsten did not because he was not an instructor at the home university and thus did not have an account with the online textbook used for both courses. The principal researcher consulted the language

media created a different learning environment than the AH but it is important to remember that all of the in-class interventions were administered by the principal researcher, using identical teaching methods and technology in order to control for this difference.

In comparison to Thorsten, Sarah almost exclusively used the computer and projector in her classroom as an aid in every lesson.¹⁶ In a sense, Sarah made the two groups more parallel because she exposed the AH group to everyday German speech through the use of authentic materials, whereas the SA group received this input by living in the target culture. This would not skew the results in favor of the AH group, as Sarah did not use media in her class to teach novel grammatical concepts, but rather as supplementary or review material. For example, she played a sing-along song to review adjective endings,¹⁷ but her use of a German sitcom was for entertainment purposes for the last 5-10 minutes of class. Sarah would at times stop the sitcom to point out specific grammatical structures or vocabulary but provided no supplementary material, nor did she ask the students to do anything while they viewed the show, allowing them to relax a bit after a rigorous lesson.

The next section describes the population of the SA group, including demographic and personal information that may have played a role in their study abroad experience and

program director and textbook company, asking if it was possible to give Thorsten access to the online textbook materials in order to control for this factor of the study/course, but it was impossible to create an account for him. Again, to make the two courses as parallel as possible, the principal researcher assigned the online homework for all of the SA participants (which was identical to the AH participants). This did not have an impact on the data results, as the students did not know who assigned the homework, and online homework participation was not a part of this data collection.

¹⁶ The at home (AH) and study abroad (SA) classrooms also differed in the level of technology available. The SA classroom did not have a computer whereas the AH classroom did, making it easier for the AH instructor to incorporate more media-based content.

¹⁷ *Das doofe Fischlied* 'the silly fish song,' available on YouTube:
<https://www.youtube.com/watch?v=uRjs1eoEx0w>.

contributed to their pragma-linguistic and intercultural communicative competency gains. The following sections provide information regarding Sarah and her teaching background as well as teaching methods, in order to compare the instructors and learning environments. Although the two different instructors present a possible confounding factor in terms of learner gains and student experience, this discrepancy is not accounted for in the current study when analyzing the data; the limitations section at the end of this chapter addresses this in full.

Population

To provide a clear picture of the population surveyed for this data set, this section compares answers from the initial background and demographic survey administered at the start of the SA program. This survey established a baseline of information and tracked factors that could play a part in pragma-linguistic and intercultural communicative competency gains, and was given to the participants at the beginning, end, and 10-weeks post program.¹⁸ Further, one factor tracked was community of origin. A majority of the 18 SA participants (15) marked a town in Texas as their hometown. Two of those 15 also stated that they had additional hometowns outside of Texas, as they had spent a considerable amount of time in those places and had formed a special connection to them, namely Nebraska (participant 5) and both New York and Pennsylvania (participant 4). The

¹⁸ This schedule follows the pre-, post-, and delayed post-test model for data collection.

remaining three SA participants who listed more than one hometown marked towns in New York, Indonesia, and California.¹⁹

The students' interests and academic majors ranged across several areas of study. All SA participants were completing their undergraduate degrees, and came from different departments on campus, although the majority had a liberal arts background.²⁰ As stated earlier, there were more female (10) than male participants (7),²¹ which is consistent with trends in study abroad, as the most recent statistics collected from the year this study was conducted (2017-2018) state that 67% were women and 33% men (*Open Doors*, Institute of International Education, 2020).

Most SA participants from this study listed English as their primary language growing up, but there were some who reported other languages. No SA participants listed German as a language they spoke growing up, but participant 6 grew up speaking English and French; participant 8 spoke Indonesian, English and some Chinese as a child; participant 14 spoke Vietnamese and English growing up; participant 17 Spanish and English; and participant 3 spoke English and "briefly" Spanish. The remaining 13 participants listed only English as their native language growing up.²²

¹⁹ For a full chart of each participants' self-reported hometown, see table 22 before the appendix.

²⁰ See table 23 before the appendix for all of the SA participants' majors.

²¹ As a reminder, there was one transgender participant who consistently marked their gender as "trans" in both the pre- and post-surveys but then changed to "male" on the delayed post-survey (10 weeks post-reentry to the United States). Although there are some researchers investigating LGBTQIA+ individuals within the study abroad context (Bryant and Soria, 2015; Schoenberger, 2019), since there was only one participant and the current study never asked them about this in the surveys/interviews, it is not possible to make claims about any connections between the study abroad experience and their change in gender identity.

²² Table 24 before the appendix lists all responses to the question "What languages did you speak growing up?" from the pre-test survey.

Most SA participants from the current study were in their early 20s, with the youngest being 18 and the oldest 26. The median age for participants was 20.5 years old. Conversely, the distribution of membership in student classes (freshman, sophomore, junior, senior) was approximately even, with five sophomore participants, five junior participants, seven senior participants and one fifth-year senior participant. This is a departure from the national average, which lists the majority of students studying abroad as juniors (33%), followed by seniors (28.2%) (*Open Doors*, Institute of International Education, 2020).

The majority of the SA participants (14) self-reported their ethnicity as “white” or “Caucasian” with four reporting otherwise: “Asian,” “White/Hispanic,” “Asian/American” and “Latina.”²³ Again, this is approximately consistent with national averages for the general study abroad population: 70% white, 10.6% Hispanic or Latino(a), and 8.4% Asian, Native Hawaiian or Other Pacific Islander (*Open Doors*, Institute of International Education, 2020). Participants were also asked to list their family ancestry/heritage, again in order to establish any connection to cultural traditions that may influence their study abroad experience. The responses from this section showed diversity, with most noting European ancestry (12), others Asian, and one participant choosing not to answer.²⁴

Finally, the last two factors focused on in terms of population data are religious affiliation and country of citizenship. Not all of the SA participants were religious, with several acknowledging that they were agnostic or noting no specific religious affiliation

²³ See table 25 for all SA participants’ self-reported ethnicities.

²⁴ Table 26 before the appendix provides all the participants’ responses.

whatsoever. The information requested of students included religion of origin because that affiliation has the potential to guide one's own culture (C1) and therefore experience of the target culture (C2). For example, Würzburg has a strong Roman Catholic presence, with cathedrals and chapels throughout the city and neighboring areas. There is also an annual festival hosted by the city which celebrates Saint Kilian who was martyred in Würzburg in 689 A.D; several SA participants went to this festival.²⁵ Today, there are monuments and statues that pay tribute to Saint Kilian, his companions, and other religious figures throughout the city. Additionally, there were a few SA participants who attended religious services during their time abroad, thus exposing them to another aspect of the C2.²⁶

Further, in order to establish both country of citizenship and level of patriotism, the demographic survey asked the participants to answer the question "I identify as a US-American." The participants chose from four different listed options ranging from "Not at all," "Somewhat," "Yes," to "Definitely." After selecting the answer that best represented their view, the participants could elaborate on their selection by typing in a text box. As illustrated in table 28 in the list of tables before the appendix, the majority of the SA participants reacted positively to this prompt, with 16 out of 18 responding either "Yes" or "Definitely." Participant 8 responded "Not at all" but this is not surprising, considering this participant was from Jakarta, Indonesia. Participant 12 responded "Somewhat" and offered

²⁵ Saint Kilian was a Roman Catholic Irish missionary bishop. The festival honoring him is called "Kiliani" and is one of many celebrations hosted by the city to celebrate his feast day on July 8th. Although there are religious events during the two week-long festival, Kiliani is not a religious event; it is instead something like a state-fair in the USA, with carnival rides, games, food vendors, fireworks, etc. Thus, even though several SA participants attended, that does not suggest strong religious belief on their part.

²⁶ Table 27 before the appendix lists the self-reported religions of the participants.

no explanation for their apparent distancing from the US-American identity in the survey, but during interviews, this participant voiced concern about politics in the USA and said that they felt more at home in European countries like Germany because they assumed those areas were more liberal.

THE AH GROUP

Environment

This section describes the complete at home (AH) environment, including the area in which the participants studied and lived (classroom and city), and the instructor they had. This is meant to provide a comparison between the two groups of participants, AH and SA.

Unlike the study abroad (SA) group, the AH group stayed in the United States and met at the University of Texas at Austin (UT). The class met during the regular fall 2018 semester, meaning that the campus was full of other students and professors. The classroom was in the middle of campus and there was a cafeteria in the same building. The actual classroom was much larger than the SA classroom, with technological capabilities, and the students sat in chairs with moveable desks attached to them, arranged in perpendicular and parallel rows. Further, the participants in the AH group, coming from two different courses, did not share the same bond with each other as the SA group, with only a few of them forming friendships and meeting outside of class. The AH participants also lived in a variety of different housing accommodations all over the city.

As noted above, the home university (HU) instructor was a woman in her late 40s, originally from the United Kingdom, with a Master of Arts (MA) degree in Germanic Studies and is referred to here as Sarah to protect her identity. Sarah earned an MA from

the same home university that data was collected from (UT), and specialized in second language acquisition and sociolinguistics during her graduate studies. Sarah had nine years of teaching experience (all German language instruction) and was a nonnative speaker of German (NNS). She also had two years of online German teaching experience. In regard to the course observed for this study, Sarah had taught it five times at the HU at the time of data collection and was familiar not only with the textbook and materials, but also used self-developed materials almost exclusively.

Moreover, Sarah, although a U.K. native, had been living in the United States for 18 years. She started learning German at the age of 11 in school and spent around five years in Germany in total. Sarah spent most of her time in the northern German city of Hamburg. She also lived in Switzerland for two years. Further, when asked to describe her teaching style, she remarked that it is, “chaotic, lively,” and that she tried “to get students to feel relaxed and comfortable and not feel judged.” Sarah also said that she often uses humor in class to “release tension” and tries to “stress the things that [I think] would hinder comprehension.” As a final note, Sarah taught according to the syllabus, assigned homework according to the departmental guidelines and employed a flipped classroom model.²⁷ This model is intended to “flip” the responsibility from the instructor to the student, making them in charge of learning the content, with the instructor acting as a guide to explain difficult concepts (if needed); primarily utilizing class time to practice speaking in the target language.

As stated earlier, the current study observed Sarah’s course at the HU once a week and took notes not only on her teaching style, but also on the students and how they reacted to her activities. Her class was interactive and aimed at accomplishing the university’s goal

²⁷ Again, in a flipped classroom, the students read the lecture presentation as homework and focus on activities connected to the lecture during class time.

of a “communicative classroom” – meaning that fluency is favored over accuracy and that the activities used encourage students to get up, walk around and practice producing meaningful exchanges in the target language instead of focusing on writing tasks and grammar drills. Sarah incorporated media into her daily lessons by showing videos for German learners (in German) as well as a German sitcom made for native German speakers (Betty’s Diagnose” [2015]). As previously stated, she also incorporated music and sing-along German songs into her lessons.

The students responded positively to her teaching style, with several sharing during interviews that her class was their favorite. One group of students from her course even bought her a Christmas gift as a token of appreciation. It was also evident through observations and field notes that Sarah took an interest in the students’ lives, asking how their pets were doing as well as knowing about other details of their lives, i.e., sicknesses they were getting over, jobs they were applying for, etc. In sum, Sarah embodied the instructor/mentor role and took a genuine interest in each student that walked into her classroom.

Like the Würzburg group, both of Sarah’s classes observed in the study had students that stayed in the same seat all semester. The two sections of German courses observed for the current study met from 9:00 am-10:40 am, and 11:00 am-12:40 pm or 100 minutes, three times a week. The current study maintains that these meeting times do not impact data results as these are popular course times as opposed to 8:00 am course meetings or late afternoon meetings. The demographic results also indicate all AH participants were similar in motivation and background information. During the weekly observations, not much variance was noted in class atmosphere, as Sarah maintained an open and friendly environment in both courses and administered the same lesson plan for each course with

no noticeable variation. Regardless, there were times when the 11:00 am course was livelier and more energetic than the 9:00 am course, but it was not a significant difference.

As a final note, the students gravitated toward people they had taken previous German courses with at the HU and did not change seats for the duration of the course. Sarah sometimes asked the students to work alone, in pairs, or in groups depending on the assignment. Although the classroom environment was friendly and engaging for each section, several participants noted that the class was divided between students who wanted to be there to learn the language and those who were just there to satisfy the foreign language requirement.²⁸ This is a difference between the two groups, as only one SA participant shared in an interview that she was only studying abroad to finish the foreign language requirement – the rest of the participants had different motivations for going abroad, e.g., fulfilling a lifelong dream, spending the summer in Europe, reconnecting with their family roots, etc.

Population

This section outlines the population of the AH group by surveying the results from various questionnaires administered to the participants, which provides a basis of comparison to the SA group. The AH group completed the same surveys as the SA group to collect demographic information. Just like the SA group, there were also 18 participants in the AH group, but the division between male and female participants was different: there were 15 female and three male participants. The youngest participant in the AH group was 20 and the oldest 32, making the median age 1.5 years older than the SA median: 22 years

²⁸ AH participant 23 remarked during an interview that if the class were cut in half, those sitting in the first two rows were the ones that had a genuine interest in the language and those in the back two rows were just there to fulfill the foreign language requirement needed to graduate.

old. Unlike the SA group, there was less variety in grades represented: there were no sophomores, seven juniors, and 11 seniors, meaning all AH participants were not only older, but were also upper classmen.

Again, data were collected from two different sections of the lower-division German course offered at UT in order to get a parallel number of participants to the SA group. Both sections had the same instructor (Sarah) and met on the same days. This does not appear to have been a limitation for the current study, as the courses were essentially the same, having the same textbook, materials, instructor, and classroom. Sarah would repeat the same lesson for each course. The only difference was course meeting times within popular time ranges.

Like the SA participants, the majority of the AH participants listed a city somewhere in Texas as their hometown (16), with only two listing non-Texas hometowns: Foshan (China), and Dunwoody (Georgia).²⁹ The AH group also had the same number of participants as the SA group that spoke more than one language growing up: six.³⁰ Out of these AH participants, two of them reported speaking some German during their

²⁹ Table 29 before the appendix lists all of the AH participants' hometowns.

³⁰ During study observations, no SA participants were heard speaking to each other in languages other than English or German, but in the AH group, participants 20 and 26 would speak Chinese together in class periodically when they were partners for activities. The study asked them about it individually during interviews and they confirmed that they would say a sentence here or there in Chinese during class, but it was neither noticeable nor disruptive to their classmates/instructor. It is important to note that these participants had different connections to the Chinese language and culture: participant 20 was a heritage speaker, with several family members still living in Taiwan, and participant 26 was from China, studying abroad at UT to earn her bachelor's degree. Regardless, it is an interesting dimension to pursue in future studies: observing students connecting multilingually in foreign language classrooms.

childhood,³¹ which differs from the SA group which documented speaking no German whilst growing up.³²

Like the SA participants, the majority of the AH group identified as US-Americans, marking “yes” or “definitely” to this question on the survey, with only three of the 18 marking “somewhat.” For example, participant 20 responded “somewhat” but gave no further explanation. Further, she was a heritage speaker of Mandarin Chinese and noted that she grew up in “America in a traditionally Taiwanese household” and regularly visited family in Taiwan, which is perhaps why she responded in this way. Similarly, participant 23, although a US citizen, notes that she had ideological problems with being US-American, citing the “consumerist culture.” Lastly, participant 26 also notes that she “somewhat” identifies as US-American, because she is not a US-American citizen: she is from China and is studying abroad for her bachelor’s degree, which was during data collection. Again, this is an interesting departure from the SA data, where there was a similar situation: participant 8 had a study abroad experience within her study abroad program, meaning she was from Indonesia and was studying abroad at UT, and then chose to finish her German language requirement in Würzburg (another SA program for her). Unlike AH participant 26, SA participant 8 reported no affiliation with US-American identity (responding “not at all”) whereas participant 26 reported “somewhat” of a

³¹ Participant 36 remarked that she heard some “Alsatian spoken around [her] community.” Alsatian is a dialect of German from the Alsace region in Eastern France, and there is a group of Texas Alsatian speakers in Texas. Roesch (2012) is the definitive study of Texas Alsatian; for details on the status of German in Texas, see Boas (2009) or the website of the Texas German Dialect Project (tgdp.org).

³² For a full list of languages spoken during childhood, see table 30 before the appendix.

connection. This suggests that being at a US-American university promotes assimilation to US-American identity or establishes some sort of bond to the target culture.³³

The majority of the AH participants had some kind of religious affiliation, with the majority (14) reporting a type of Christianity.³⁴ This differs from the SA participants, with only half (9) reporting a Christian-religious affiliation. This suggests that the AH group was more homogenous, in terms of religious beliefs, whereas the SA group displayed more diversity.

Further, most of the AH participants also self-reported as “white” or “Caucasian” (13).³⁵ The remaining five stated that they were Asian or Asian American, Hispanic, or even German. This is similar to the SA participants, with 14 reporting “white” or “Caucasian” and the remaining four reporting a different ethnicity.³⁶ Another similarity to the SA sample were the majors and areas of study listed by the AH participants: again, most selected majors that were in the humanities, although there were a few that focused on the sciences, e.g., sustainability, audiology, kinesiology, etc.³⁷ The majority of the AH participants (13) recorded some sort of European family ancestry or heritage. This is consistent with the SA participants who also reported similar familial backgrounds, indicating a similar worldview, set of beliefs, or general knowledge.³⁸

³³ See table 31 before the appendix a full list of AH participants’ answers to the question regarding their affiliation to a US-American identity.

³⁴ Table 32 before the appendix contains all of the AH participants’ religious affiliations.

³⁵ This study makes no differentiation between the results “white” and “Caucasian” as these groups are usually paired together in similar questionnaires.

³⁶ Table 33 in the list of tables has all of the AH participants’ self-reported ethnicities.

³⁷ See table 34 before the appendix for a full list of all AH participants’ majors.

³⁸ See table 35 before the appendix for all AH participants’ self-reported family ancestry and heritage.

This information has been included to detail the population of the two groups of participants (AH and SA), and thus demonstrate that the two groups are comparable demographically, i.e., fulfill the needed “experimental” and “control” group status, with the experimental being the SA group and the control the AH. Linguistically, the two groups were mixed, meaning that the AH as well as SA participants had varying levels of proficiency in the target language. However, all participants except for two (participants 12 and 23) completed their two previous semesters of lower-division German at the University of Texas at Austin, thus providing them with approximately the same linguistic foundation, as they had access to the same materials and resources. Again, this ensures that both groups were equivalent in terms of skill level (linguistic and cultural). Next, the methodology for this study is explained in terms of data collection and analysis.

ASSESSMENT

Before discussing the results for this study, it is important to make note of the theoretical frameworks that guided data analysis, as well as the types of data collected. This section addresses those questions by outlining all of the experiments this study conducted with the AH and SA participants.

In order to assess pragma-linguistic gains in foreign language learners, it is common to establish a benchmark of knowledge for each participant. In order to do this, it is necessary to administer a “pre-test” before any implementing any part of the experiment. In this case, that meant at the beginning of the study abroad program (SA) or the academic semester (AH). This study then measured the students’ progress at the end of the semester

or program—this served as the “post-test”—, and again 10-weeks post semester/post program, which was the “delayed post-test.” The post-test served to track any overall gains that would have been made during the course of the semester or program. The delayed post-test checked for retention of these gains in a longitudinal way. In the following paragraphs, the different modes of participant assessment are outlined concerning the four different kinds of data that were collected, namely, language acquisition, in-class interventions, cultural surveys, and interviews.

This study investigated the pronunciation and morpho-syntax of each participant. Pronunciation was tested by administering an amended “Wenker” sentence exercise, adapted from Georg Wenker’s original 1877 exercise.³⁹ This study created 50 sentences for the participants to read aloud: some of the sentences came from their textbook, *Sag Mal: An Introduction to German Language and Culture* (Anton, Barske, and McKinstry, 2018), and some were developed by the study in order to test specific sounds.⁴⁰ Three sounds that are notoriously difficult for native English speakers to master when learning German were targeted: *ich-Laut*, *ach-Laut*, and front rounded vowels. The study administered this task three times: at the beginning of the semester/program (pre-test), at the end of the semester/program (post-test) and 10 weeks post-semester/post-program

³⁹ In the original 1877 test, Georg Wenker, a German linguist, wanted to create a dialect map of Germany. To do so, he created a document with 40 sentences in standard German and then distributed this document via post to schoolmasters all over Germany with the instructions to transcribe the sentences into their local dialect. The responses from the schoolmasters and their students were to inform the dialect map. This study updated the sentences, as the original Wenker test is archaic. The updated sentences came in part from the textbook employed in both the SA and AH classroom and were also developed to ensure that there was an even number of sentences testing each linguistic concept.

⁴⁰ See appendix Q for details.

(delayed post-test). The participants' answers were recorded visually, using a Canon Vixia HFR20 video recorder with a tripod on loan from the Texas German Dialect Project, and orally using a Tascam DR-40 linear PCM recorder, also on loan from the Texas German Dialect Project, in order to capture the entire experience. Every participant could see the camera and audio recorder but got used to them after a few minutes of speaking, enabling them to complete the task without feeling like they were on display (William Labov's observer's paradox).

Additionally, since the pronunciation exercise poses the possibility for participants to overcompensate and thus produce overexaggerated sounds, the study controlled for this by administering another linguistic task targeted at assessing participants' spontaneous production of the target language and command of German morpho-syntax. The study also recorded this with a video and audio recorder at the three different intervals outlined (at the beginning, end, and 10-weeks post program/semester). For this task, the study used a two-minute long video, with permission from its creator, David Huenlich.⁴¹ This is a silent video which depicts adolescent boys and a few adult men traveling from an apartment to a park in an urban setting. All characters are active as they travel: climbing out of windows, eating breakfast, driving cars, running through the streets, talking on the phone, jumping over people, etc. There were 19 cuts in the video. At these cuts, the screen was black, and it was at this moment that the participant narrated what they had just seen using the target

⁴¹ Since the video is not anonymized, it is not public domain and was only used for this study and Huenlich 2016. David Huenlich was also a graduate student at the University of Texas at Austin and earned his doctorate from the Germanic Studies Department. He created the video for his own dissertation (Huenlich 2016), which investigated multiethnolects in migrant children.

language. Each scene lasted around five seconds. The study administered this test to each participant individually after they completed the pronunciation task.

The next task administered was in the form of four in-class activities or “interventions.” The study developed four lessons based on the chapter themes and the principal researcher (Krauter) taught these lessons at the start of each unit.⁴² These class units were designed to heighten intercultural competencies while practicing the target language. The only significant difference in methodology between the two groups for this data take was that the SA group had the added experiential component in the target language (L2) and target culture (C2). For example, when they completed the first intervention (grocery shopping), they had to go to a grocery store in Würzburg and interact with personnel. Similarly, for the third intervention (giving directions) the SA participants had to exchange their directions with a partner and then navigate the city. This real-world application made the activities more meaningful, and thus led to more significant gains in the SA participants, as detailed further in the results and discussion chapter.

Like in the interviews, pronunciation and morpho-syntax tasks, a video and audio recorder were used to document each lesson intervention. Additionally, the interventions differed from the other data collected in that there was no “pre-, post-, delayed post-test structure,” but rather, an in-class component and then a designated time for the students to reflect on the activity either in the form of a journal entry or a homework assignment which connected to the intervention. The background and demographic surveys as well as

⁴² Administering these lessons as well as doing any follow-up discussions was the only in-class contact the researcher had with the participants. Other than these interventions, the normal instructors, Thorsten and Sarah, were the only instructors that taught each group.

interviews were used as the benchmarks and “pre-tests” for the interventions, as the students shared their views on their own culture and the target culture during these meetings. The four interventions coincided with the theme for the chapter it matched up with, namely:

- 1st intervention – Grocery shopping: based on a film clip
- 2nd intervention – Appropriate greetings: assessment of “proper” usage, based on sample written situations
- 3rd intervention – Giving directions: assessment of language, knowledge of the city/landmarks and checking for what the students deem “important” knowledge to navigate a foreign area
- 4th intervention – Reactions to advertising: opinions about leisure-time and everyday activities

The study scaffolded each intervention, meaning that once the students finished the first one, they were prepared for the second one, then the third, and so on. Again, all interventions were designed with the chapter themes and vocabulary in mind so that the students would have the linguistic tools needed to excel with each task. Since the two groups had a different amount of instruction time (16 weeks for the AH group, 10 weeks for the SA group), the study administered the tasks based on theme and not on calendar day so that they were congruent in terms of language exposure. The interventions varied in goals and skills they assessed.

Intentional reflection was also integrated into each intervention as a means to promote both pragmatic and ICC gains. This was to encourage the participants to think about the real-world implications and adaptability of the lessons, thus further legitimizing the activities. Moreover, these times for self-reflection were also designed in order for the participants to consider their own cultural practices and how those might inform the way

they interpret and/or complete the intervention as well as react to the target culture. As a final note, the study developed all worksheets and materials for each intervention, and each can be found in appendices M-P.⁴³

INTERVENTIONS

In the next section, each intervention is discussed in detail: the activity, theme, and method of assessment. The complete assignments are included as appendices to the project (M-P).

The first intervention: grocery shopping

This section of the chapter summarizes the first intervention and revisits the theoretical framework which influenced its design as well as previous studies that informed it.⁴⁴

For this intervention, the study combined techniques from two previous studies mentioned in the literature review in chapter two, namely Kahnke and Stehle (2011) and Hammer and Swaffar (2012) by asking the participants to compare cultural frames through media; specifically, a film clip from *Die Kriegerin* (“Combat Girls,” 2011), directed by David Wnendt. The study chose this clip because it provides a general experience of what grocery shopping could be like in Germany with German personnel. In the movie scene shown for the intervention, there are several customers milling around, two of whom are

⁴³ Chapter four discusses the results of all four interventions.

⁴⁴ See appendix M for the original worksheet for intervention one.

minority adolescent boys from an unspecified country, but presumably an Arabic or Turkish speaking one, though this is not explicitly stated in the sequence.

Next, the boys try to pay for their groceries with a government exemption slip, and the young female cashier ignores them, forcing another cashier (an older woman) to step in and finish the transaction. The clip was shown to the participants twice for comprehension purposes, but it should be noted that the language spoken in the clip was not tested and was not necessary for analysis or activity completion. Language was not tested, because there was not much spoken German, and it was more important for the participants to analyze the physical aspects of the grocery store as well as the body language of characters, and what it was that they said to each other. Comprehension was checked briefly after the clip was played by asking if any of the participants had questions concerning the language or scene in general.

For this intervention, the participations completed pre-, during- and post-viewing activities for the approximately two-minute-long film clip. Following the recommendation from Hammer and Swaffar (2012), the film clip was played in German with no English subtitles. For the pre-viewing or warm-up activity, the students worked with a partner to discuss their routines when going grocery shopping in the United States. They completed this task in the L1 (English).⁴⁵ As a class, students collected answers on the board for what was “typical” in terms of grocery shopping. The students then worked with their partner to discuss their ideas about what grocery shopping could be like in Germany. They again

⁴⁵ There were a few participants who did not have English as their L1, but the majority of AH and SA participants did, thus establishing English as the lingua franca for the classroom both in Texas and abroad.

collected answers on the board in order to compare the two countries. They used a Venn diagram on the board in order to illustrate similarities between the two countries visually and thus to avoid the “us versus them” mindset that can happen during culture lessons.⁴⁶

This study focuses on the participants’ answers to the following homework assignment:

Rewrite the scene for a US-American audience. What would you change? (Clothing, speech, interaction, products, body language, etc.) Afterwards, go shopping at a German grocery store and interact with the personnel, e.g., ask for where the apples are, and write a summary of your experience (about 250 words, in English). Things to include: where you went shopping, what time, who you interacted with, what you asked, if you stayed in German in the entire time and how your experience compared to times when you interacted with personnel at a US-American grocery store.

In other words, the assignment was to make changes to the original film clip so that US-American viewers would better understand it according to their own cultural norms and traditions. The SA group’s homework differed in the practical application of the assignment by asking them to go shopping at a German grocery store in Würzburg, interacting with store personnel, etc., whereas the AH group could not, since they were in the United States. Despite the AH group’s location, the conversation was still productive, considering the cultural lessons they had in this course, as well as in previous courses.

Additionally, five of the at home (AH) participants (19, 20, 23, 27, and 29) had previously spent time in Germany, which allowed them to contribute their experiences to the class discussion. Further, since this was a third-semester German language and culture course, the AH (and SA) participants had two previous semesters of instruction and

⁴⁶ For more information on this mindset, see sections 2.1 and 2.4.

scaffolding through textbook-based lessons as well as authentic and instructor-developed materials.

In sum, although not all of the AH participants could provide personal experiences in regard to grocery shopping in Germany since they were not abroad/had not spent time in the target culture, they were still able to make educated hypotheses and assumptions based on their own travels and former coursework. The AH homework assignment (since they were not in Germany) was to be more cognizant of their shopping habits the next time they were at the grocery store, and to submit a short journal entry about their experience. In order to control for time spent on the activity, both groups (the SA and AH) rewrote the film scenes during class time, with approximately 20 minutes to do so.

When analyzing the data, the study color-coded the responses based on repetition of answers. Thus, if more than one participant rewrote the scene adding “more people,” “more people” would be highlighted. Their responses were also assessed based on the types of changes they made to the scene; for example, “superficial” such as appearance, or “behavioral” such as the characters acting/reacting differently. The next section describes the second intervention which was administered approximately a week after the first one.

The second intervention: appropriate introductions

The second intervention tested the participants’ understanding and knowledge of “appropriate” greetings in the target language (L2) and culture (C2). For this activity, the study developed a worksheet adapted from Ishihara and Cohen (2014, p. 294) reproduced in appendix N.

The directions for the worksheet were as follows:

Situation: Johannes, Friedl, and Cosima are all German students around the same age studying at a university in Freiburg, Germany and are meeting for the first time. Rate Cosima's responses (both verbal and nonverbal – words and body language) to Johannes and Friedl. After rating the conversation, rewrite any sections you and your partner find problematic.

There were two conversations (situation 1 and situation 2) printed after the instructions between Johannes, Friedl, and Cosima (all college students meeting for the first time, as stated in the directions). There were various morpho-syntax and pragmatic mistakes in each situation. For example, in situation 1, Cosima hugged and kissed Johannes and Friedl on both cheeks after introducing herself to them. This could be seen as a violation of common German etiquette, as a handshake would have been more appropriate for a first-time meeting. Similarly, in situation 2, Cosima introduces herself as “Frau Wiegand” (*Ms. Wiegand*), which, perhaps appropriate for a first-time meeting between colleagues, is too formal for college students. To be sure, it is appropriate to introduce oneself as “Ms. [surname]” in Germany, as this title is reserved for women who are older than 15 or so, regardless of their marital status, but this would not be common among adolescent or college-aged peers.⁴⁷

Cosima (from the dialogue in the worksheet) also uses the wrong grammatical case in situation 2, saying, “Nett, *Ihnen* kennen zu lernen” (*Nice to meet you* in formal speech, using the incorrect dative case pronoun) instead of the correct version, “Nett, *Sie* kennen zu lernen” (formal register, accusative pronoun). Additionally, this utterance presents

⁴⁷ Traditionally, the word “Fräulein” *Miss* was used for unmarried women and “Frau” for married women, but “Fräulein” is now archaic and normally used only with quite young females; “Frau” is the default term used.

another mistake: Cosima refers to Johannes and Friedl formally instead of informally, which breaks pragma-linguistic rules as, again, they are all college students and should address each other in the informal register, i.e., “*Nett, euch kennen zu lernen*” would have been the appropriate response.

Further, in situation 2, Cosima consistently uses the formal register even when Friedl addresses her with the informal “you.” Although this variation might be appropriate behavior in subordinate/authority situations, such as a professor addressing a student, in this context it is not appropriate and is a pragma-linguistic mistake. Cosima should have stayed in the informal register, always addressing Friedl with the informal “you,” and even taking his use of the informal as a cue to switch, but she does not. Although these were the problems created by the study, some participants overlooked them or found other parts of the conversation problematic; this is explained in the results section of this chapter.

After presenting the lesson, the study asked the participants to work with partners and discuss different customs for introducing oneself in the C1 and C2, from a pragmatic and linguistic perspective. Next, the participants worked in pairs to rate each situation (1 and 2) on a four-point scale based on four qualities: strategies of introduction, vocabulary phrases, level of formality and pragmatic tone.⁴⁸ The participants then rewrote or corrected

⁴⁸ Strategies of introduction means, briefly, how well did Cosima introduce herself? For “vocabulary phrases,” the participants were asked to consider Cosima’s language, did she command it well? Did she use appropriate “getting to know you” phrases? Continuing, for “level of formality,” that was in regard to how appropriate/inappropriate her formality (or informality) was in terms of verbal and nonverbal cues. Finally, “pragmatic tone,” was a rating of Cosima’s overall pragmatic abilities during the course of the conversation with Johannes and Friedl.

portions of the situations they deemed inappropriate and their answers as well as reactions to the situations were discussed as a group.

Moreover, the goal of this intervention was to test the participants' knowledge of everyday greetings, body language and morpho-syntax. Introductions were chosen as a theme since the study assumed that by third-semester German, the students would be comfortable with this topic and also, it was appropriate as a review, especially for the SA participants as they would be meeting new people during their program in Würzburg, Germany and it would have been helpful information to revisit.

The third intervention: navigation

The third intervention tested students' knowledge of common grammatical structures through the task of giving directions. For this task, the participants gave directions to a predetermined location, articulating in the target language with basic phrases, using landmarks and culturally appropriate behaviors. This enabled the study to assess their language, knowledge of the city/landmarks, and check for what the students deemed "important" information needed to navigate a foreign area. For this results section, the study investigates the directions made by both groups and compares the reflection homework submitted by the participants. Again, the intervention worksheet, which can be found in appendix O, was developed for the present study.

The third intervention was administered approximately two weeks after the second one to account for chapter theme and course schedule. Similar to the first and second interventions, when the study administered this one, it started with a "warm-up" activity in

the L1, asking the students to discuss how they run errands and to describe their routine. The participants completed this as individual work, then discussed their answers with a partner which led to a whole-class discussion.

After this, the students were asked to imagine they were at the university campus in Würzburg and needed to get to a store in the city that sold Adidas sneakers. They then wrote out directions from the university to a store for a friend who was not familiar with the area. To further scaffold the activity, the study provided sample websites that listed stores in Würzburg that may sell Adidas products. As an added component, the participants were told to decide what parts of the directions needed to be in German and which in English in order to guarantee comprehension and a successful arrival at the store.⁴⁹

The last part of the activity was exchanging the directions with a partner and testing them out. For the SA participants, this meant leaving the classroom and going into the city. The AH participants completed this activity virtually, using either their cellphone or laptop to follow the directions on a map of the area. After the participants completed the experiential component of this activity, the study asked them to reflect⁵⁰ on their experience: were they able to find the store? Why or why not? The participants wrote their reflection on the worksheet or in a different document and submitted it to the principal researcher (Krauter) by email.

⁴⁹ See appendix O for the full worksheet for the third intervention.

⁵⁰ Again, intentional reflection reiterates the experiential/deep learning model encouraged by this study to promote ICC gains.

The fourth intervention: advertisements

Like the first, second and third interventions, the study designed the fourth intervention and it is in appendix P. Following the sequence, this intervention was scaffolded by the previous interventions and chapter themes. The chapter themes this intervention coincided with were “In der Natur” (*in nature*) and “Die Umwelt” (*the environment*). For this activity, the study provided two different vacation advertisements: one from a German apparel and travel website (Jack Wolfskin; <https://www.jack-wolfskin.at/magazin/story/steingaessers-im-allgaeu>) and another from a US-American (REI; <https://www.rei.com/adventures/trips/africa/tanzania-family-safari.html>) one. The German advertisement (Jack Wolfskin) was in German, and the US-American one (REI) was in English.

The company names were not provided, in order to create a sense of anonymity during the activity in order for the participants to focus on the text and not make any assumptions based on what they already knew about the travel companies. For example, for the US-American advertisement, an REI website was used because this company is popular in the Austin area and has a retail store close to campus. Additionally, neither group (SA/AH) was provided with the URLs to the websites; this was done so that the participants focused solely on the text provided, making claims and assumptions based on that and not on the company advertising the trips. This intervention was meant to test reactions to advertising and elicit opinions about leisure-time and everyday activities.

The warm-up activity for this intervention was conducted in English to ensure that the discussion went beyond a superficial understanding of the material and content (as they

were for interventions one, two, and three). At the beginning of the lesson, the participants were asked to discuss first with a partner how or even if they vacation. If they did, they were asked to think about what they look for when planning a vacation – what factors do they consider, how do they begin, and the like.

Afterwards, the participants read through the advertisements alone, and then worked with a partner to summarize the claims of each one and answer the questions in the worksheet. Further, the advertisement from the German company read as a sort of personal travel blog that explained a snowy family vacation in Allgäu (a region in southern Germany [Bavaria]) over New Year's Eve. After reading through the German advertisement, which was written in German, the participants compared it to a US-American one in English which advertised a family safari in Tanzania.

The reflection component of this intervention was to answer the prompt, “Are the adventures being sold the same way? Why/why not?” The participants had time in class to complete this portion and begin working on the homework assignment which was to create a travel advertisement for Würzburg, Germany, for both a German and US-American audience. For the assignment, the students could either write the advertisements in German or English (regardless of audience) but had to justify their reasoning for doing so. After reading through the advertisements and discussing them with their partners and then as a class, the participants had the remaining class time to complete the rest of the task.

The SA and AH groups showed considerable variety in their responses, with some participants just writing an English advertisement, others just German, and some code-

switching between both languages. The results from this activity are explained further in chapter four: results and discussion.

INTERVIEWS

In addition to the in-class interventions, the principal researcher recorded four open-ended interviews with both groups of participants (SA/AH). These interviews were performed at the beginning, in the middle, at the end, and 10-weeks post program/semester. The study also checked-in during the middle of each program to see how the participants were doing, following-up on their goals they set at the beginning of the semester, and asking if they had any new goals for the remaining time. For the interviews, the study video- and audio-recorded each one, with the principal investigator and the participant the only people present. The interviews varied in length from five minutes to more than an hour, depending on the participant's responses and enthusiasm. In line with the results from the interventions, the interviews with the SA participants were consistently longer than those with the AH participants. During the interviews, the participant was asked a series of questions based on where they were in the program or semester, such as what are your goals for the semester? Are those still your goals? Did you achieve them? Why/why not?⁵¹

Further, the interviews fulfilled a sociolinguistic and anthropological aspect of the research, enabling the study to understand their motivations for taking the course abroad or at UT. It was also at these meetings that the researcher learned about their opinions concerning the target culture, study abroad, course curriculum, and overall personality.

⁵¹ See appendices R-Y for all interview protocols.

Although a list of general questions was made for each interview, each one was different based on the participants' answers.

CULTURAL COMMUNICATIVE COMPETENCY SURVEYS AND QUESTIONNAIRES

The final data set was collected through student cultural competency surveys and questionnaires.⁵² These were administered in the pre-, post-, and delayed post-test format electronically using the online survey forum Qualtrics. All of the participants completed these on their own, using either their laptop or cellphone. The three surveys administered differed in some respects, with the first being the most comprehensive because it functioned as the benchmark of information for each participant.

The introductory survey for the SA and AH group had six different sections with the following basic titles:

1. Background information
2. Media consumption
3. Daily life
4. Language survey
5. Cultural survey
6. Cultural competency

For “background information,” participants were asked to establish demographic information, including date of birth, hometown, major/minor, etc. Several of the answers to this section were shared at the beginning of the current chapter when establishing the population and environment of each group.

⁵² See appendices A, B, E-H.

Since the use of media (smart phones, tablets, laptops, etc.) has become increasingly popular, the section “media consumption” was included in the survey. In this section, the participants were asked about their technology use, especially which applications and/or websites they use most often and for how long every day. In “daily life,” they were asked questions that pertained to their eating habits; for example, if they cook for themselves on a daily basis and if so, what? This section was included to get a full picture of each student’s daily routines.

Further, the “language survey” included in these surveys was an adapted survey from UT’s Germanic Studies Department which is administered in every lower-division language class at the beginning of each new semester.⁵³ This survey elicited information regarding their prior experience and/or knowledge of the German language, their motivation for enrolling in the course, as well as why they were/were not choosing to study abroad. This was only included in the introductory survey, as their answers would have changed based on time abroad or at UT.

Following this section was the “cultural survey,” which asked more personal questions regarding their understanding of culture, asking them questions like: Describe your own personal culture in three sentences. Are you open to opinions that differ from your own? Do you identify as a US-American? etc. Additionally, the final portion of the introductory survey was: “cultural competency.”

⁵³ See appendices A and B.

This was further divided into seven categories:

1. Lifestyle
2. Food and etiquette
3. Interpersonal relationships
4. Politics
5. Religion
6. Language
7. Sports

Each section had 10 questions. The questions were general statements that the students had to make judgements on based how they thought the United States of America and Germany handled each one using a four-point scale that ranged from “Definitely No,” “No,” “Yes,” to “Definitely Yes” – for example: “most people prefer to pay with cash over a credit card.” These statements were created by focusing on typical US-American and German cultural norms.

When developing this portion of the survey, the study avoided creating statements that would force the participants to make value judgements, i.e., “it is *better* to pay with cash over credit card” (emphasis from current author), as this could lead the participants to label one practice as “right” and the other “wrong” thus pitting the two cultures/countries against each other. Instead, the study sought to identify the participants’ perceived views and assumptions about each culture, as well as the practices within that culture.

After selecting their answer for this portion of the survey, the participants could provide supporting information in a textbox. The directions for this section read “support your answer with a few sentences. Your support can be anecdotal, from real-life

experiences, things you have read, what ‘someone’ has told you, etc.”⁵⁴ Again, this survey was administered three times, with the survey questions slightly modified, depending on where the student was in the program.

SA GROUP

This section addresses differences in data collection that pertained to the SA group. To begin, for the SA group, all of the participants used their laptops and/or cellphones to complete the surveys and homework assignments connected to the interventions, whereas the AH group completed most interventions and assignments on paper. For the interviews, pronunciation and morpho-syntax assessments, the principal researcher (Krauter) met with the SA participants either on the JMU campus or anywhere convenient for the participants that had low noise interference to ensure clear audio recordings (in a café, in a park, etc.).

Data was collected from the SA participants in three stages: pre-test data in May 2018, post-test data at the end of the program in July 2018 and delayed post-test data in October 2018. For the post-test data, the principal researcher (Krauter) met with SA participants back at the home university (UT), either on campus or at a nearby café. One of the SA participants had graduated by that point and was thus not on campus, so their data was collected via Skype. Since a new academic semester had started at that point, some of the participants had already enrolled in upper-division German courses and had been in those courses for about a month; this is addressed in the limitations portion at the end of this chapter.

⁵⁴ To see a list of questions for this part of data collection, see appendices A, B, E, F, G, and H.

AH GROUP

This section now addresses any methodological choices particular to the AH group. As previously stated, the methodology for both groups was approximately the same, except for the experiential aspect for the SA group. For the first intervention, since the AH group could not go grocery shopping at a German grocery store, they were still asked to be cognizant of their shopping habits the next time they went to the supermarket. For the third intervention (giving directions and navigation), their experience was entirely digital, since they used their cellphone or laptop to access a map of Würzburg. All of the AH participants completed the interviews, pronunciation and morpho-syntax tasks in buildings on UT's campus or in nearby cafés.

The data was collected from the AH group at the beginning of the 2018 fall semester as the pre-test (August 2018), at the end of the semester for the post-test (December 2018), and then 10 weeks post-semester (February 2019) for the delayed post-test. Like the SA group, a few AH participants were not able to meet in person because they were either studying abroad or had graduated, so they were met with virtually via FaceTime or Skype. Again, since the spring 2019 semester had begun at the time of the delayed post-test, some AH participants were already taking upper-division German courses; this is discussed in the next section on limitations.

LIMITATIONS

Although this study was able to control for several factors concerning data collection and analysis, there are still some limitations. This section therefore explores any

confounding factors that could play a role in data collection and/or in the analysis that is presented in the subsequent chapters.

The first and potentially most significant limitation to this study is the inconsistency between instructors and instructional types. Since the study abroad program organizers in Würzburg hired the instructor for the SA group and not UT's Germanic Studies Department, the study could not control for this factor. However, in order to establish some sort of consistency, the principal researcher (Krauter) taught all four of the in-class intervention lessons, instead of asking the different instructors (Sarah and Thorsten) to do so. Similarly, as stated earlier, the instructors differed in multiple ways: Thorsten was an NS, Sarah an NNS. Additionally, Sarah had more experience teaching the course, whereas it was Thorsten's first time using the textbook and materials. Their teaching styles also differed: Thorsten took a more hands-off approach, tending to utilize worksheets and partner work, often instructing while sitting down at the front of the class, whereas Sarah actively moved around the classroom, engaging with students and often asking them to do the same.

Although the classroom experiences for the SA and AH participants were different, since this study was neither researching classroom environment nor NS versus NNS instructors, these factors likely had little impact, negative or positive, on the data collection and thus learner outcomes. Additionally, while the differences between the instructors may outweigh their similarities, the structure and materials for the course, especially those interventions reported on in the present study, were the same. For that reason, although the

instructors were different, the groups were similar enough to compare data in a productive manner and thus yield useful results for the field of SA and curricula development.

Another difference between the two groups was duration of instruction. Since the SA group met for 10 weeks versus 16 for the AH, the study administered the assessments and interviews at similar intervals in the curricula so that the study was as parallel as possible. For example, instead of administering activities on the same day, the study coordinated them thematically, basing the timing on what the students were learning in the textbook materials instead of on calendar day.

The location of instruction, Germany versus the United States, may also confound several factors concerning data collection and analysis. For example, much research in SLA in regard to SA programs has argued that studies comparing AH students with SA students are neither productive nor insightful, as the data reflect two different student demographics (see, e.g., Sanz and Morales-Front, 2018). Despite this, this current study chose to compare the two groups of students for several reasons, even though one could argue that the study equated two incomparable groups. First, there is still need for a comparison of short-term SA programs in regard to AH and SA students, as the literature is lacking in this area. Second, as demonstrated through the population data in this chapter, the two groups reported similar demographics in terms of religion, ethnicity, academic majors, hometowns, and US-American identity thus signifying a relatively similar data pool across both groups. As a final note, even though the groups did have differences, it is better to have some kind of comparison group as a basis and benchmark as opposed to none at all. This is especially relevant here, as this study focused not only on learner gains in

students who went abroad, but also on gains made by those who chose to stay at the home university.

An added nuance found in both groups concerns two participants who were already studying abroad during data collection. Participant 26 from the AH group was a study abroad student from China, completing her undergraduate degree at the home university. Similarly, in the SA group, participant 8 was from Indonesia and was already studying abroad at the home university, meaning that her time in Würzburg was a “study abroad within a study abroad.” The data analysis presented here does not address this, although with the increasing nature of international campuses, this would provide an interesting point of departure for future studies.

In addition, the number of participants in this study presents another limitation. Because of the nature of SA programs, there was not a large participant pool to draw from. This SA program in particular is limited to 25 students, and data was collected from 18 of the 19 students enrolled in the course, meaning that one student chose to opt out. For the AH students, although there were more potential participants to choose from since there were several sections of this course offered at UT, it was difficult to find participants because many had full semesters and were also working or had other commitments, both personal and academic.⁵⁵

As previously stated, since this study collected data at the delayed post-test during the new academic semesters, some participants were already enrolled in upper-division

⁵⁵ The majority of the students from the SA program did not have a job during the summer program, with SA being their main focus. This enabled them to devote more time to study-related activities, i.e., intervention homework, interviews, questionnaires, surveys, etc.

German language and culture courses. Although this could potentially influence their linguistic data, since this study collected the data only a few weeks into the new semester, and there was therefore not enough time enrolled in the new course to impact their pre-existing linguistic skills.

The data collected for this study is in fact comparable to that in the field today. Despite the number of participants for this study, when it is compared to other studies in SLA research, especially within the realm of SA, the number of participants is equal to or even greater than most holistic, ethnographic studies. There are many things that could contribute to low participant numbers in such studies, including an already low participant pool, motivation levels and scheduling conflicts. Ideally, future studies should be designed take to attract as many participants as possible, in order to obtain statistically significant results.

Finally, there is currently no official formula for data collection in SA research. On the one hand, this leaves the field open for innovative and collaborative methods, such as the current study, but on the other hand, this means that there is little consistency within the field. There have been strides within this arena, e.g., The Language Contact Profile (LCP) from Freed, Dewey, Segalowitz, and Halter 2004, which measures learners' interaction with the target language during sojourns abroad. Still, many researchers must alter previous methods to fit their research needs or come up with new procedures, which, although helpful to the field, require time and energy that could be devoted to data collection and analysis. The breadth of the current study is therefore expansive, in terms of

methodology and data collected, in hopes that the methods can be refined in further studies so as to provide a basis for SA research in the future.

Chapter 4: Results and Discussion

This chapter discusses the results from the four in-class interventions. Although several different kinds of data were collected for this study, only data from the four in-class interventions will be analyzed because of time constraints project limitations. Relevant data from the demographic/background questionnaires as well as interviews are used to supplement and explain participant motivation; however, the remaining data sets (pronunciation, morpho-syntax, ICC-surveys) will be analyzed and explained in subsequent projects.

As a reminder, all of the interventions (or activities) targeted cultural differences between US-American and German society with the goal of heightening the participants' awareness.¹ Each intervention was designed for the current study and supplemented by surveys, questionnaires, linguistic tasks, and interviews. Although the instructors (Thorsten and Sarah) were in the classroom for each intervention, the principal researcher (Krauter) taught and analyzed each activity without their input or help. This chapter begins by explaining the data analysis methods which underpin this data take. Following this, the results and discussion for each intervention are explained from the study abroad (SA) group, and then the at home (AH) group. Both data sets are then compared. This sequence continues for each intervention, i.e., results from the SA/AH groups, discussion, and comparison of groups. This chapter ends by discussing general trends from the data and implications for short-term SA programs based on these trends.

¹ See chapter three and appendices M-P for an explanation and examples of each intervention.

DATA ANALYSIS

In order to analyze the data set from the SA participants' scene rewrite, the current study took a quantitative and qualitative approach to data analysis, informed by methods found in conversation analysis (CA).² Hymes and Gumperz (1972) write, "A general theory of the interaction of language and social life must encompass the multiple relations between linguistic means and social meaning. If the community's own theory of linguistic repertoire and speech is considered (as it must be in any serious ethnographic account), matters become all the more complex and interesting" (p. 39). In other words, in order to examine every interaction fully, all aspects must be considered: the social and linguistic, by questioning each choice.

Further, this study seeks to create an ethnographic account of each participant by collecting demographic data in the form of surveys, questionnaires, and surveys in order to establish and analyze the results to the data with the background of each participant in mind. Put differently, the participants' communities and systems of origin influence their reaction to different situations, informing how they react to linguistic and social interactions, thus impacting their intervention results. This study investigates language from a social aspect through the four in-class interventions, all aimed at social interactions: grocery shopping, appropriate greetings, giving directions and assessing vacation advertisements.³

² CA is the study of conversation, turn taking, and power dynamics realized in human interaction. The scholars Goffmann (1955/1983), Garfinkel (1967), and Sacks (1992) are credited for the development and emergence of this field of study.

³ Although vacation advertisements may not seem to depend on social interactions, they give insight into how people *expect* to be entertained in a leisure setting, thus showing how people envision interacting with others on vacation.

To return to the CA methods employed in this study, the basic question guiding CA is “why that now?” as, again, CA is a “method for studying social interaction” (Heritage, 2004, p. 54). Here, since the responses are to in-class interventions, the language is more reminiscent of “an institution of talk” instead of ordinary, natural conversation, which usually acts as the basis for CA. “Institutional talk” in CA includes the analysis of interactions and language in established settings, such as “legal proceedings, doctor – patient interaction, calls to the emergency services, news interviews and classroom interaction – which are socially and organizationally distinct from ordinary conversation” (Heritage, 2004, p. 54). In CA, researchers look at turn-taking, overall structures of conversations, word selection, hearing and understanding talk, and storytelling to establish connections between the speaker and their own ethnographic background in order to understand a myriad of motivations for answers: power dynamics, gender, etc. (Heritage, 2004, pp. 53-54). In sum, the data were analyzed in this study for the presence of pragmatic awareness and intercultural communicative competency by using a method that incorporates the linguistic and social motivations behind interactions. Moreover, these theories contribute to the current study because by pulling on any supplementary material from the participants’ interviews and individual survey responses, this study was able to create an ethnography of every speaker which added depth to the results.

During data analyses for the first intervention (grocery scene rewrite), 13 primary categories of response were identified. The written data were then coded for the response categories and the number of category repetitions within a response.

The categories therefore created were:

1. Nicer cashier/cashier would engage in small talk
2. Lighter store
3. Music
4. Bright colors
5. Minority characters
6. Standing cashier
7. Advertisements
8. Self-checkout
9. Bigger
10. More people
11. Tobacco behind the counter
12. Taller shelves
13. Other

These categories were then condensed into four specific areas: physical elements of the store, business-oriented elements of the store, social interactional elements and other changes (see the following list).

1. Physical elements of the store:
 - a. Lighter store
 - b. Music
 - c. Bright colors
 - d. Standing cashier
 - e. Taller shelves
 - f. Bigger
 - g. More people
2. Business-oriented elements of the store
 - a. Advertisements
 - b. Self-checkout
 - c. Tobacco behind the counter
3. Social interactional Elements
 - a. Nicer cashier/cashier would engage in small talk
 - b. Minority characters
4. Other

For the analysis, representative answers and specific entries from each group are presented and discussed in order to illustrate any presence or absence of experiential, i.e., deep learning, as referenced in the literature review in chapter two.⁴

4.1 FIRST INTERVENTION: SA GROUP

This section presents the preliminary results to the first intervention from the SA participants, followed by a discussion of those results. The first intervention was administered to the SA group, N=18, during the beginning chapter of the program, approximately one week after the course started. The theme for that chapter was “Die Alltagsroutine” (*everyday routine*). Since grocery shopping is often part of one’s “everyday routine” in Germany, whereas most US-Americans go grocery shopping once a week, this activity and chapter were paired together. All of the study abroad (SA) participants completed the assignment on their personal laptops and three students worked together, thus submitting the same homework assignment. This section is divided into four parts based on the categories identified in the rewrite: physical elements of the store, business-oriented elements of the store, social interactional elements, and other.

The overall results from the SA group are as follows, with the number of participants who made that change in their rewrite listed in parentheses after the letter bullets:

1. Physical elements of the store: (49)
 - a. Lighter store: (10)
 - b. Music: (9)
 - c. Bright colors: (12)

⁴ For the tables containing all participant answers, see tables 36 (SA) and 37 (AH) in the list of tables before the appendix.

- d. Standing cashier: (5)
 - e. Taller shelves: (5)
 - f. Bigger: (1)
 - g. More people: (7)
- 2. Business-oriented elements of the store: (9)
 - a. Advertisements: (8)
 - b. Self-checkout: (1)
 - c. Tobacco behind the counter: (0)
- 3. Social interactional elements: (21)
 - a. Nicer cashier/cashier would engage in small talk: (9)
 - b. Minority characters: (12)
- 4. Other: (8)

These results show more significance and contrast when compared to the AH results, but it is important to discuss them first in isolation in order to illustrate how the SA participants approached and completed the activity.

Physical elements of the store

Results

First, the data show that several SA participants focused on physical changes they felt were necessary in order for the film clip to be more appropriate for a US-American audience:

- 1. Physical elements of the store: (49)
 - a. Lighter store: (10)
 - b. Music: (9)
 - c. Bright colors: (12)
 - d. Standing cashier: (5)
 - e. Taller shelves: (5)
 - f. Bigger: (1)
 - g. More people: (7)

This category received the most changes out of all four; with 49 changes made in total. The most common change made in this category was “bright colors,” – with more than half of

the participants making this change in their rewrite. The participants who made this change called for brighter colors in terms of advertising, decorations, and general store design. Similarly, the second highest rated quality in this category was “lighting” – meaning, again, that the store needed to be brighter through more lights and/or lighter design choices. Additionally, half of the SA participants suggested that music be played in the background in their scene rewrite. Seven participants also called for more people in the store.

The three final categories in this section were “standing cashier,” “taller shelves,” and “bigger.” In Germany, most grocery store cashiers sit – as was also the case in the film clip analyzed. In the scene rewrite, participants 2, 3, 4, 17, and 16 suggested that the cashier would be standing (not sitting) in their rewrites.⁵ Further, participants 5, 6, 7, 10, and 16 made the shelves with groceries and products taller in the scene rewrite. In the original scene, the shelves varied in height, with several at eye-level, i.e., approximately five to six feet tall. Finally, only one SA participant (participant 9), made the grocery store bigger in their scene rewrite.

Discussion

The data suggest that the physical aspects, as well as experiential component of the grocery store, played a large role for the SA participants in their scene rewrite, as the most changes were made to this category of qualities. The SA participants focused on the visual aspects primarily, making the store first brighter and lighter, and secondarily on the auditory element (music). They also provided culturally specific details in their rewrite:

⁵ See table 36 before the appendix for all SA responses.

more people and a standing as opposed to a sitting cashier. This indicates that the SA participants were able to successfully articulate differences between the film clip and their own experiences in US-American grocery stores.

Business-oriented elements of the store

Results

There were nine business-oriented changes for this category, as follows:

2. Business-oriented elements of the store: (9)
 - a. Advertisements: (8)
 - b. Self-checkout: (1)
 - c. Tobacco behind the counter: (0)

Eight SA participants mentioned advertisements in their rewrites. For example, participant 13 wrote, “There would be more people with a lot of bigger and more colorful advertisements at every aisle corner.” Two of these participants (1 and 10) rewrote the scene together, but submitted individual worksheets, and their answers are therefore counted twice. Additionally, mentions of “product placement,” “branding,” and “special offers,” were coded as “advertisements” as they suggest selling a product.⁶

Further, Participant 5 mentioned a “self-checkout” in their submission, connecting it to the overall auditory experience, writing, “Hear the self-checkout machines and carts being pushed down the aisle.” Self-checkout stations are growing in popularity in Germany grocery stores, but they were not in the film clip the students analyzed. Additionally,

⁶ See table 1 with the SA responses for this quality at the end of this section. All of information included in the tables in this dissertation contain the unedited responses from the AH and SA participants. The answers have been shortened at times to show emphasis. Additionally, punctuation and spellings have been corrected for ease of comprehension, but no changes made altered meaning.

advertisements are also present in Germany, but were not the focus of the film clip. Finally, no participants mentioned the location of tobacco in their scene rewrite. This may reflect their own personal choices: none of the SA participants smoked, which implies that this would have been an item of importance for them in their scene rewrite. In the film, the tobacco is located next to the grocery conveyor belt, whereas most US-American grocery stores have a designated area for tobacco products that can usually only be accessed by store personnel.

Discussion

Although only nine changes were made to the business-oriented elements of store, they are still significant in that they give insight into what the SA participants deemed “necessary changes” in order to make the scene more appropriate for a US-American audience and/or for the experience of grocery shopping in the US. First, the implementation of more advertisements suggests an awareness of US-American marketing strategies as well as the capitalist model. Participant 9, for example, notes, “Also, I would increase the presence of advertising and number of products to make it more realistic for Americans,” suggesting that advertising is something US-American shoppers expect.

Additionally, participant 5 was the only SA respondent to mention “self-checkout” in their rewrite, suggesting that the majority of the participants did not deem this change necessary. Finally, no SA participants addressed the location of tobacco products in their scene rewrite. Although this may have been an oversight, during supplementary interviews, the principal researcher asked all SA participants if they smoked and/or had begun smoking

during their time in Germany, as this is a popular habit for university students, and none of them had. This suggests that perhaps they did not notice the tobacco placement because it was not part of their grocery shopping routine; or rather, since they did not smoke in the US or in Germany, the placement of the product would be insignificant.

Table 1: SA participants' answers which included advertisements

Participant number	Scene rewrite; advertisements emphasized
1, 10	If this clip took place in America, there would be more product placement and the packaging would be in bright colors. The boys would most likely have a hand basket instead of carrying three liters of soda in their arms. The young cashier would either be nicer or at least be more subtle in her racism, and the manager would be more likely call her out on it and chastise her for being rude. The lighting would be brighter and the shelves would be taller. There would be more people in the store and more checkout aisles. Music would be playing.
2	To rewrite the scene, I would make the lighting in the store brighter and make the colors in packaging of products more distinctive and brighter. Shoppers would purchase more items. The two male shoppers would not be Turkish, but Hispanic. Rather than just ignore the customer, the cashier would ask another employee to cover their break and got to a break area. There would be some type of music playing in the background that would be non-offensive, but somehow still slightly annoying. There would be several "sale" sections or special offers for the shoppers to gawk at as they walk to the cash registers. Once at the registrar, there would be a large, prominent display of candy and gum. The cashier would be standing and attentive to the customers.
6	The grocery would need to be way more colorful and have ads everywhere, the store was so dimly lit there. There would've been way more options, the shopping portion would have taken a much longer time. Carts would of course be a big deal; the checkout process would've taken longer since people buy so much. If the racist aspect of the film was to be included the setting would be critical, most places in the US that would absolutely get people fired, but there are definitely places in the US where a Latino or African-American group could be given a weird look or disrespected. The people would also have some small talk at the cashier desk, maybe the racist aspect would be not making small talk to the minorities. The shelves would be taller and of course product placement and the brands would definitely be a much bigger part of the scene.
7	If this clip took place in America, there would be more product placement and the packaging would be in bright colors. The boys would most likely have a hand basket instead of carrying three liters of soda in their arms. The young cashier would either be nicer or at least be more subtle in her racism, and the manager would be more likely call her out on it and chastise her for being rude. The lighting would be brighter and the shelves would be taller. There would be more people in the store and more checkout aisles. Music would be playing.
9	When changing the scene to one that would be for an American audience, I would change the vibe of the grocery store to an empty feeling to a bustling one. There were only a few people in the grocery store, and this is not typical for one in the U.S. American grocery stores are often large and bustling with people, so this is one thing I would change. Also, I would increase the presence of advertising and number of products to make it more realistic for Americans. Lastly, I would change the races of the minorities from Turkish to either black or Latino, since these are the minorities that have been discriminated against in the United States. This would make it easier to understand for American audiences.
13	So the scene would overall be more lit. There would be more people with a lot of bigger and more colorful advertisements at every aisle corner. The little girl and the mother would more than likely be in a better mood and the two boys would be pushing a cart. The younger boy would push the cart and ride on it but the older one would yell at him. Then at the register, when the girl wasn't ringing the boys up, the women behind the boys would say something to the register attendant to hurry up and do her job.
16	Scene opens with a happy mother and child, wearing jeans and t-shirt's walking down a colorful aisle with lots of adds, discussing their grocery lists. No one is blatantly racist and faces no consequences. People use handbaskets and make polite conversation with cashier. The cashier bags the groceries and would be standing rather than sitting. The shelves are slightly taller. Products have bigger branding. Turkish actors are Hispanic or African American instead

Social interactional elements

Results

The second most frequently changed aspect in the scene rewrite concerned social interactional elements, with 21 changes being made in this category, as illustrated in the following list:

3. Social interactional elements: (21)
 - a. Nicer cashier/cashier would engage in small talk: (9)
 - b. Minority characters: (12)

Half of the SA participants (nine in total) changed the behavior of the cashier in their scene rewrite, making her nicer/more pleasant and/or suggesting that she engage in small talk with the customers. Additionally, the majority of SA participants (12) mentioned the minority characters in their rewrite.⁷ By coding their responses as “minority character,” this means that 12 participants specifically changed the minority characters to another ethnicity or mentioned them as “minority men” (as in participant 15’s response). The majority of these 12 participants kept the characters male (participants 2, 8, 11, 12, 14, and 17). Participant 16 referred to them “actors,” which has historically been used to denote male characters; however, more recently female characters have been called “actors,” so it is not possible to decide the gender based on the data from this participant. Conversely, participant 4 changed the characters ethnicity and gender, specifically to “Muslim women.” The three remaining participants who changed the ethnicity of the minority characters (5, 6, and 9), did not indicate male or female in their rewrite.

⁷ See table 2 at the end of this section.

The SA participants listed the following minorities in their scene rewrite for a US-American audience (as opposed to the two adolescent boys in the original scene meant for a German audience): Hispanic, Muslim women, Mexicans, Latinos, African Americans, Mexican Americans, Black, Asian, Indian or “minority men.”⁸ The most common minority mentioned by the SA participants was some variation of Hispanic, such as Latino, Mexican-American or Mexican,⁹ with the second most common either black or African American.¹⁰ As a final note, almost half of the SA participants (eight in total), believed that the adolescent boys in the film were Turkish.¹¹ All eight of these participants also changed the minorities for their scene rewrite.

Discussion

It is important to recognize that the participants provided answers based on their own assumptions, experiences, and cultural background. Additionally, this study did not involve any lessons on racism in the United States or Germany and did not ask participants about their knowledge of the history of racism; however, as part of the of the demographic survey, one of the questions asked about any prejudice they (the SA participants) experienced whilst being in the United States. Their answers to this question and any

⁸ Briefly: these are the answers the SA participants provided in their scene rewrite. The only edits made were to make their responses more readable such as corrected spellings, punctuation, etc. None of the edits made changed meaning.

⁹ The current study groups these responses together as Hispanic, but, again, it is important to note that definitions of ethnicity were not a part of this intervention and this dissertation does not explore it.

¹⁰ The terms “black” and “African American” may carry different meanings based on the individual, but are grouped together for the current study.

¹¹ See table 3 at the end of the section.

possible connection it poses to their subsequent responses to the first intervention are discussed in section 4.4 below.

Half of the SA participants indicated that a positive change in the cashier's demeanor was necessary for the US-American audience. This suggests that the cashier in the original film clip was not friendly enough, and also that this sort of behavior (smiling, making small talk) is expected in grocery store interactions in the US (or at least in the areas the SA participants were from). Further, this implies that "customer service" is an important aspect of grocery personnel behavior. Additionally, more than half of the participants addressed the minority characters in their scene rewrite. This is significant because it suggests that the SA participants believed that changing the minorities in the film was essential for a US-American audience. This also indicates a focus on sociocultural issues and a metacognitive approach to the homework assignment by highlighting big-picture issues, and not just physical aspects of the film clip. The changes provided to the minority characters could be a reflection of minority groups the SA participants believed face discrimination in the United States; however, the assignment did not ask them to justify their changes. Participant 9 is the only respondent to justify their change, writing, "Lastly, I would change the races of the minorities from Turkish to either black or Latino, since these are the minorities that have been discriminated against in the United States." This indicates that for this participant, they believe that a black or Latino character would be discriminated in the US, but perhaps not a Turkish character.

It is important to note that the minority characters in the original film clip were not Turkish; but two adolescent males of presumably Arabic background, although it is never

explicitly revealed. The characters do not speak German with each other or with the grocery store personnel, thus implying that they are foreign, but, again, this is never addressed in the scene. It could have been a coincidence that eight SA participants assumed they were Turkish, but this answer also may have been influenced by their time in Germany as Turkish immigrants make up the largest non-European group in Germany. This suggests that the SA participants were aware of this statistic through their own experience in Germany, or that they heard this from other participants, locals, teachers, etc.

Finally, that social interactional elements recorded the highest frequency of changes after physical elements of the store indicates that the SA participants not only deemed this to be an important aspect of the scene rewrite, but also that they focused on the cultural and interpersonal aspect of the assignment. This also implies a deeper interpretation of the scene, as opposed to a more superficial rewrite.

Table 2: SA participants' answers to the first intervention with changes to minority characters

Participant number	Rewrite (emphasis from researcher)
2	To rewrite the scene, I would make the lighting in the store brighter and make the colors in packaging of products more distinctive and brighter. Shoppers would purchase more items. The two male shoppers would not be Turkish, but Hispanic. Rather than just ignore the customer, the cashier would ask another employee to cover their break and go to a break area. There would be some type of music playing in the background that would be non-offensive, but somehow still slightly annoying. There would be several "sale" sections or special offers for the shoppers to gawk at as they walk to the cash registers. Once at the register, there would be a large, prominent display of candy and gum. The cashier would be standing and attentive to the customers.
4	Store needs to be brighter, busier. Race being discriminated against still works fine as middle easterners still face discrimination in the US. Perhaps change the Turkish men to Muslim women. Change the food stamps paper to a SNAP card. Needs to be music playing in the store. Cashier needs to be standing.
5	Set design: we would make the lighting way brighter and products more colorful. The grocery store would be crowded and welcoming. Taller shelves. Sound design: louder, music in background. Hear the self-checkout machines and carts being pushed down the aisle. Actors: moving faster, pushing shopping carts, more urgency. They would be speaking English and probably speaking louder. The cashier would not be lounging; she would be milling around asking people if they need help. They would probably wait in line for a longer time at the check stand. Concept: it would be Mexicans vs. White instead of Turkish vs. German. Manager would be called if the cashier was racist.
6	The grocery would need to be way more colorful and have ads everywhere, the store was so dimly lit there. There would've been way more options, the shopping portion would have taken a much longer time. Carts would of course be a big deal; the checkout process would've taken longer since people buy so much. If the racist aspect of the film was to be included the setting would be critical, most places in the US that would absolutely get people fired, but there are definitely places in the US where a Latino or African-American group could be given a weird look or disrespected. The people would also have some small talk at the cashier desk, maybe the racist aspect would be not making small talk to the minorities. The shelves would be taller and of course product placement and the brands would definitely be a much bigger part of the scene.
8	Cashier is young and new to the job. She's reading a magazine and minding her own business because she's bored. The Mexican American men have food stamps card. The young cashier wasn't very familiar with what to do with the card and wasn't very eager to help the two men. Supervisor shows up to help and young cashier goes on break. Supervisor checks out their things, speaking in very direct English, assuming they don't really know English. She greets the next customers (a white American) and makes small talk with them. Setting: there would be more color in the products. Oklahoma mom-and-pop shop (or some state that is somewhat close to the border). Two American women speaking English shopping in the grocery store. Two young Mexican American men were dressed somewhat stereotypically. They were speaking Spanish.
9	When changing the scene to one that would be for an American audience, I would change the vibe of the grocery store from an empty feeling to a bustling one. There were only a few people in the grocery store, and this is not typical for one in the U.S. American grocery stores are often large and bustling with people, so this is one thing I would change. Also, I would increase the presence of advertising and number of products to make it more realistic for Americans. Lastly, I would change the races of the minorities from Turkish to either black or Latino, since these are the minorities that have been discriminated against in the United States. This would make it easier to understand for American audiences.
11	There are not many people in this store; it is a local mom & pop shop in Oklahoma or something. Two American women are shopping in a neighborhood grocery store. Two young Mexican American men are also shopping; they are legal US citizens, first generation Americans, but dressed somewhat stereotypically. They speak Spanish to each other. The cashier is young and new to the job; she is conspicuously white -Minding her own business, bored -The Mexican-American youths take out their food stamps card -Cashier looks at the card, doesn't really know what to do with it -She is already not very enthusiastic about helping them; they are confirming her preconceived notions about Mexican-Americans, such as being on food stamps and not speaking English -Her supervisor shows up to help, and she goes on break, her supervisor dismisses her without trouble -Supervisor checks out the youths, she is short with them & speaks to them in "simple English" -Immediately thereafter, she greets the next customer, a white American, cheerfully
12	If this was an American film with similar themes the story would be bright and busy. It would be hard to get a shot of anyone without another shopper walking in front of the camera. The two boys would be black instead of Turkish. The first checkout lady would probably have to be older for her to have any racism against blacks. The checkout lady would be just as rude and perhaps even call the cops on the boys.

Table 2, cont.

14	Two young black men instead of two young Turkish men. Older cashier with a stacked bob hair cut. Older cashier will not make small talk with the black men while making small talk to the white family. More employees would be around, and there would be music playing. Someone asks employee for help. The men will go to a different cashier instead of a change in cashier to avoid confrontation. They would also use food stamps and coupons. They will use a cart. Different clothes: more stereotypical with American society. The men will wear more baggy clothes, beaten shoes, and white t-shirts. The white family would have more children.
15	Two females are shopping in a store with a large basket. The basket is a push cart and is filled with various items. They are discussing what they want to buy. One of them reminds the other that they must buy chips for the party. Relieved that they did not forget them, they head over to the chip region. The camera now focuses on two minority men. They have foolishly chosen a cart that is too small for their needs. Therefore, there are items flowing over the sides as they try to get to the cashier. Once they get to the cashier she playfully rolls her eyes and gestures toward the bigger baskets. They laugh with the cashier as one of them says "next time!" She checks them out and they pay with food stamps as they leave. Next up, the girls from before come back into focus and check out also.
16	Scene opens with a happy mother and child, wearing jeans and t-shirt's walking down a colorful aisle with lots of adds, discussing their grocery lists. No one is blatantly racist and faces no consequences. People use handbaskets and make polite conversation with cashier. The cashier bags the groceries and would be standing rather than sitting. The shelves are slightly taller. Products have bigger branding. Turkish actors are Hispanic or African American instead.
17	English language. A hand-held basket. The ethnicity/race of the two young men from Turkish to African American, Latino, Asian, or Indian. These people would be speaking their own native language. The ethnicity of the employees and of the two other customers would remain the same. Instead of the employee ordering the two boys to quickly bag their bags, she would order them to leave as quickly as possible and turn her attention to the incoming family of two. Standing employee. Someone would stand-up for these people or the Customers being attacked would speak out for themselves (manager will be called).

Table 3: Answers given to the first intervention by SA participants' who believed the film actors were Turkish

Participant number	Rewrite, emphasis added
2	To rewrite the scene, I would make the lighting in the store brighter and make the colors in packaging of products more distinctive and brighter. Shoppers would purchase more items. The two male shoppers would not be Turkish, but Hispanic. Rather than just ignore the customer, the cashier would ask another employee to cover their break and go to a break area. There would be some type of music playing in the background that would be non-offensive, but somehow still slightly annoying. There would be several "sale" sections or special offers for the shoppers to gawk at as they walk to the cash registers. Once at the register, there would be a large, prominent display of candy and gum. The cashier would be standing and attentive to the customers.
4	Store needs to be brighter, busier. Race being discriminated against still works fine as middle easterners still face discrimination in the US. Perhaps change the Turkish men to Muslim women. Change the food stamps paper to a SNAP card. Needs to be music playing in the store. Cashier needs to be standing
5	Set design: we would make the lighting way brighter and products more colorful. The grocery store would be crowded and welcoming. Taller shelves. Sound design: louder, music in background. Hear the self-checkout machines and carts being pushed down the aisle. Actors: moving faster, pushing shopping carts, more urgency. They would be speaking English and probably speaking louder. The cashier would not be lounging; she would be milling around asking people if they need help. They would probably wait in line for a longer time at the check stand. Concept: it would be Mexicans vs. White instead of Turkish vs. German. Manager would be called if the cashier was racist.
9	When changing the scene to one that would be for an American audience, I would change the vibe of the grocery store from an empty feeling to a bustling one. There were only a few people in the grocery store, and this is not typical for one in the U.S. American grocery stores are often large and bustling with people, so this is one thing I would change. Also, I would increase the presence of advertising and number of products to make it more realistic for Americans. Lastly, I would change the races of the minorities from Turkish to either black or Latino, since these are the minorities that have been discriminated against in the United States. This would make it easier to understand for American audiences.
12	If this was an American film with similar themes the story would be bright and busy. It would be hard to get a shot of anyone without another shopper walking in front of the camera. The two boys would be black instead of Turkish. The first checkout lady would probably have to be older for her to have any racism against blacks. The checkout lady would be just as rude and perhaps even call the cops on the boys.

Table 3, cont.

14	Two young black men instead of two young Turkish men. Older cashier with a stacked bob hair cut. Older cashier will not make small talk with the black men while making small talk to the white family. More employees would be around, and there would be music playing. Someone asks employee for help. The men will go to a different cashier instead of a change in cashier to avoid confrontation. They would also use food stamps and coupons. They will use a cart. Different clothes: more stereotypical with American society. The men will wear more baggy clothes, beated shoes, and white t-shirts. The white family would have more children.
16	Scene opens with a happy mother and child, wearing jeans and t-shirt's walking down a colorful aisle with lots of adds, discussing their grocery lists. No one is blatantly racist and faces no consequences. People use handbaskets and make polite conversation with cashier. The cashier bags the groceries and would be standing rather than sitting. The shelves are slightly taller. Products have bigger branding. Turkish actors are Hispanic or African American instead.
17	English language. A hand-held basket. The ethnicity/race of the two young men from Turkish to African American, Latino, Asian, or Indian. These people would be speaking their own native language. The ethnicity of the employees and of the two other customers would remain the same. Instead of the employee ordering the two boys to quickly bag their bags, she would order them to leave as quickly as possible and turn her attention to the incoming family of two. Standing employee. Someone would stand-up for these people or the Customers being attacked would speak out for themselves (manager will be called).

Other changes

Results

The final category is other changes, meaning that these rewrites focused on character development and the general narrative, thus changing the outcome of the scene as well as providing answers that did not conform to the already made categories. Eight participants made changes coded as other – six of these participants focused on the interaction between the cashier and the two adolescent boys, and two changed the geographic location of the film scene. Additionally, three of the six participants who commented on the cashier/adolescent boys worked together and thus submitted the same answer, but their responses are counted as three instead of one since they completed and turned in their own individual worksheets.¹²

Starting first with the participants from this category who rewrote the interaction between the cashier and customers, these data can be further condensed (as seen in table 4) by identifying the different actions encouraged: calling the manager/manager intervention, advocating for a personal and/or community response, and employee termination:

Table 4: Comparison of actions taken in other SA changes

Participant number	Action Taken
1, 5, 7, 10, 17	Calling the manager/manager intervention
17	Personal/community response
6	Employee termination

¹² Table 5 at the end of this section provides the answers from these eight participants in full in order to further contextualize their answers.

Most of the SA respondents for this category mention the manager in their scene rewrite. Participant 17 mentions both the manager and a personal/community response. Beginning with participant 5, they write “manager would be called if the cashier was racist.” This participant focuses on several different elements in their scene rewrite, giving recommendations for “set design,” “sound design,” and “actors,” with their biggest change under their “concept” section. Their rewrite departs from the original scene in which the older cashier takes over for the employee refusing service to the adolescent boys by telling her to take a break. In participant 5’s scene, they do not specify who would call the manager, but they suggest that the cashier’s behavior would warrant a call to someone in a higher position (the manager).

Similarly, participants 1, 7, and 10 (who worked together) write “the young cashier would either be nicer or at least be more subtle in her racism, and the manager would be more likely [to] call her out on it and chastise her for being rude.” Again, the manager plays a pivotal role in their rewrite, acting as the judge and jury: addressing the cashier’s behavior and punishing her for it. In their rewrite, they also change the attitude of the cashier slightly by making her “nicer” or “at least more subtle in her racism.”

Discussion

The results suggest that the SA participants were concerned with the wellbeing of the store customers, by enacting justice for them in their scene rewrites. For example, participant 6 tackles the racist behavior in the movie clip by providing the most dramatic approach to the scene rewrite by suggesting that the cashier get fired for their actions: “if

the racist aspect of the film was to be included the setting would be critical, most places in the US that would absolutely get people fired, but there are definitely places in the US where a Latino or African-American group could be given a weird look or disrespected.” Although they offer the harshest discipline out of all participant rewrites, they note that this kind of behavior (that they see in the cashier) exists in the United States, at least toward “Latino” or “Africa-American” groups, but they limit this kind of behavior to “a weird look or disrespected” and provide no further details.

Additionally, this participant emphasizes how important the location of the store would be, calling it “critical” and suggesting that this type of behavior would only happen in certain parts of the United States, yet they do not give a location for their rewrite. It is worth noting that this participant was born in New York but claimed Houston, Texas as their hometown, and also spent a few years in Montreal, Canada as a child. Generally speaking, this participant had more exposure to multiple cultures and geographic areas than most SA participants based on the information they provided in their background/demographic survey, which may explain why they assert their authority on racist behavior in the US by writing that it exists in some places, but not everywhere.

Lastly, participant 17 gives another interpretation motivated by social justice, writing: “someone would stand-up for these people or the customers being attacked would speak out for themselves (manager will be called).” This rewrite calls for the involvement of bystanders and not just the manager. It also offers a self-empowering moment, suggesting that the customers could advocate for themselves, taking a more active instead of passive role. Like the two aforementioned rewrites, participant 17 also involves the

manager, but that is not the focus of their rewrite, and it appears as if it is either an afterthought or given, as they write it in parenthesis. The focus in participant 17's rewrite seems to be, again, just for the customers who were the victims of racist behavior, but instead of immediately turning to a person in power, they suggest that the community (bystanders) help them or that they help themselves.

There are two more responses that provided a metacognitive approach to the activity by renaming the geographic location for the film scene. Participants 8 and 11 changed the setting for the US-American rewrite to Oklahoma (none of the other SA participants named a location or gave any indicators for where the scene would take place: state, city, etc.). Further, participant 8 writes, "Oklahoma mom-and-pop shop (or some state that is somewhat close to the border)" and 11, "...there are not many people in this store; it is a local mom & pop shop in Oklahoma or something." It was not clear from this participant's answer why they would put the store "close to the border" – for example, if they thought this would provide a more racist atmosphere, or if they believed this location would have more foreigners who had crossed the border. Additionally, the participants who submitted these answers sat at the same table for this intervention and could have worked together, though their rewrites differ slightly, and they submitted individual worksheets.

The changes discussed in this section are significant because they create a different narrative, instead of a transposition of the original film clip to a US-American setting, by changing more than just the physical and visual aesthetics of the scene. Beginning with the changes made to character interaction, (calling the manager/manager intervention, advocating for a personal and/or community response and employee termination), a social

justice paradigm is suggested based on the data provided. The participants who mention this kind of rewrite in their assignment insert a judicial element: a person in power would intervene, the disadvantaged parties would stand up for themselves or someone would defend them, and/or the employee who exhibited inappropriate behavior would be terminated. These changes indicate that the cashier's behavior in the original scene (and rewrite) is problematic, warrants justice, and must be addressed.

Participants 8 and 11, although they take a different approach to the rewrite by naming Oklahoma as the new setting, suggest perceived geographical and cultural knowledge of the United States. The choice of Oklahoma is perhaps intentional, as Texans (stereotypically) do not have a positive view of Oklahomans. In other words, the change of the location to Oklahoma suggests that these participants are aware of the negative views some people have of the area, namely that it is rural and that such racist behavior on the part of the cashier would not be surprising/uncommon. (Again, since these participants were not asked to justify their answers, these observations remain tentative.)

Table 5: SA participants' other answers to the first intervention

Participant number	Rewrite (emphasis from researcher)
5	Set design: we would make the lighting way brighter and products more colorful. The grocery store would be crowded and welcoming. Taller shelves. Sound design: louder, music in background. Hear the self-checkout machines and carts being pushed down the aisle. Actors: moving faster, pushing shopping carts, more urgency. They would be speaking English and probably speaking louder. The cashier would not be lounging; she would be milling around asking people if they need help. They would probably wait in line for a longer time at the check stand. Concept: it would be Mexicans vs. White instead of Turkish vs. German. Manager would be called if the cashier was racist.
1, 7, 10	If this clip took place in America, there would be more product placement and the packaging would be in bright colors. The boys would most likely have a hand basket instead of carrying three liters of soda in their arms. The young cashier would either be nicer or at least be more subtle in her racism, and the manager would be more likely [to] call her out on it and chastise her for being rude. The lighting would be brighter, and the shelves would be taller. There would be more people in the store and more checkout aisles. Music would be playing.
6	The grocery would need to be way more colorful and have ads everywhere, the store was so dimly lit there. There would've been way more options, the shopping portion would have taken a much longer time. Carts would of course be a big deal; the checkout process would've taken longer since people buy so much. If the racist aspect of the film was to be included the setting would be critical, most places in the US that would absolutely get people fired, but there are definitely places in the US where a Latino or African-American group could be given a weird look or disrespected. The people would also have some small talk at the cashier desk, maybe the racist aspect would be not making small talk to the minorities. The shelves would be taller and of course product placement and the brands would definitely be a much bigger part of the scene.
8	Cashier is young and new to the job. She's reading a magazine and minding her own business because she's bored. The Mexican American men have food stamps card. The young cashier wasn't very familiar with what to do with the card and wasn't very eager to help the two men. Supervisor shows up to help and young cashier goes on break. Supervisor checks out their things, speaking in very direct English, assuming they don't really know English. She greets the next customers (a white American) and makes small talk with them. Setting: there would be more color in the products. Oklahoma mom-and-pop shop (or some state that is somewhat close to the border). Two American women speaking English shopping in the grocery store. Two young Mexican American men were dressed somewhat stereotypically. They were speaking Spanish.
11	There are not many people in this store; it is a local mom & pop shop in Oklahoma or something. Two American women are shopping in a neighborhood grocery store. Two young Mexican American men are also shopping; they are legal US citizens, first generation Americans, but dressed somewhat stereotypically. They speak Spanish to each other. The cashier is young and new to the job; she is conspicuously white -Minding her own business, bored -The Mexican-American youths take out their food stamps card -Cashier looks at the card, doesn't really know what to do with it -She is already not very enthusiastic about helping them; they are confirming her preconceived notions about Mexican-Americans, such as being on food stamps and not speaking English -Her supervisor shows up to help, and she goes on break, her supervisor dismisses her without trouble -Supervisor checks out the youths, she is short with them & speaks to them in "simple English" -Immediately thereafter, she greets the next customer, a white American, cheerfully
17	English language. A hand-held basket. The ethnicity/race of the two young men from Turkish to African American, Latino, Asian, or Indian. These people would be speaking their own native language. The ethnicity of the employees and of the two other customers would remain the same. Instead of the employee ordering the two boys to quickly bag their bags, she would order them to leave as quickly as possible and turn her attention to the incoming family of two. Standing employee. Someone would stand-up for these people or the customers being attacked would speak out for themselves (manager will be called).

4.2 FIRST INTERVENTION: AH GROUP

Like the SA group, there were also 18 participants in the AH group, and the intervention was administered while the first chapter of the book was being taught, approximately two weeks after the semester began. All of the pre-, during-, and post-viewing activities paralleled the SA group, but the discussion about grocery shopping in Germany was different, as only a few AH participants had been to Germany. The discussion about German grocery stores/grocery shopping in Germany was therefore mostly hypothetical, based on presumptions about the C2 from information relayed to the AH participants from family, friends or instructors who had spent time abroad.

The discussion was still productive in creating and comparing cultural frames as well as establishing a horizon of expectation before watching the film clip. Several (six) of the AH participants had spent time in Germany or in German-speaking countries, as follows:

- Participant 19 had a Swiss father and had traveled to Switzerland and Germany several times
- Participant 20 studied in Berlin for 7 weeks the summer before data collection
- Participant 23 participated in a German exchange program in high school and traveled to Switzerland
- Participant 25 also had a Swiss father and visited Switzerland every three to four years
- Participant 27 spent five weeks in Switzerland and one week in Germany for vacation
- Participant 29 spent two weeks in Germany

Although not all of the participants mentioned had gone grocery shopping in Germany, they were familiar with the cultural practices. Further, it is important to mention that, since this was a third-semester language and culture course, the students had had two previous semesters of instruction and thus had some familiarity with the topic as well as a strong

theoretical foundation. Conversely, even though the study abroad (SA) participants were living in the target culture (C2), they had only been in Germany for a few weeks at the time of this activity and they were therefore still acclimating themselves to German cultural norms.

Like the SA, each rewrite response from the AH group was coded for repetition based on the aforementioned categories: four general, overarching units, and several subunits within each section. The results from the AH participants are as follows:

1. Physical elements of the store: (40)
 - a. Lighter store: (8)
 - b. Music: (2)
 - c. Bright colors: (3)
 - d. Standing cashier: (3)
 - e. Taller shelves: (1)
 - f. Bigger: (11)
 - g. More people: (12)
2. Business-oriented elements of the store: (5)
 - a. Advertisements: (0)
 - b. Self-checkout: (1)
 - c. Tobacco behind the counter: (4)
3. Social interactional elements: (13)
 - a. Nicer cashier/cashier would engage in small talk: (13)
 - b. Minority characters: (0)
4. Other: (2)

Physical elements of the store

Results

Like the SA data, the AH data also reflect the most changes in the physical elements section: 40 changes in total were recorded. Further, 12 AH participants (the majority), added more people to their scene rewrite. Eleven AH respondents made the store bigger, and eight made it lighter. The remaining qualities did not show as much frequency: two

participants added music to their scene, three incorporated brighter colors and a standing (as opposed to a sitting) cashier, and one participant noted that the shelves should be taller for the US-American audience.¹³

1. Physical elements of the store: (40)
 - a. Lighter store: (8)
 - b. Music: (2)
 - c. Bright colors: (3)
 - d. Standing cashier: (3)
 - e. Taller shelves: (1)
 - f. Bigger: (11)
 - g. More people: (12)

Discussion

The data from the AH participants for the first category, physical elements, indicate that the majority of respondents focused on three things: the amount of people in the store, the size, and the lighting of the store. In other words, they targeted the general experience one encounters when entering a facility. The elements highlighted were mainly visual, specifically what one would see (a bigger store, more people) and how one would see it (better lighting). The other elements, although mentioned, were not as popular, thus indicating that these changes were not as important to this group.

Business-oriented elements of the store

Results

The business-oriented changes from the AH participants were the following:

2. Business-oriented elements of the store: (5)
 - a. Advertisements: (0)
 - b. Self-checkout: (1)

¹³ For a list of all AH rewrites, see table 37 in the list of tables before the appendix.

c. Tobacco behind the counter: (4)

No AH participants added advertisements to their scene rewrites. Participant 32 wrote “sales” in their rewrite, which is close to “advertisements” as it implies more spending and marketing, but there was no mention of “ads,” “special offers,” “branding,” or “product placement,” and thus this was not counted for this category. One participant introduced a self-checkout in their rewrite, and four commented on the tobacco in the scene: moving it to behind the counter.¹⁴

Discussion

The AH participants’ response to the business-oriented changes show a departure in their interpretation of the activity, compared to the SA participants. For example, no AH participants mentioned any element of advertising in their rewrite, whereas 8 SA participants made that change. Conversely, four AH participants highlighted the placement of tobacco in their rewrite, whilst no SA participants did this. During data collection, the AH participants were not asked if they smoked cigarettes/used tobacco products, so it is not clear if they noticed the placement of the tobacco because they were already familiar with it, or if it was an element that stood out to them. Similarly, it is difficult to draw conclusions on the data set from this category, as so few changes (5) were made in total; in other words, since the majority of AH participants did not make business-oriented changes in their submissions, the ones made could have been arbitrary and do not provide

¹⁴ See table 6 at the end of this section.

much insight regarding participants' pragmatic awareness and/or intercultural communicative competencies (ICC).

Table 6: AH responses concerning placement of tobacco in the first intervention

Participant number	Rewrite (emphasis from researcher)
19	Well, firstly, the store would have to be significantly larger, because, ya know, everything is bigger in the states. Also, you'd have to fill it with more people. Move the tobacco behind the counter. Staff would need to be significantly more personable. Make the cashier stand. Produce bags. Giant carts with a lot of food (or add an express check out sign to the isle they were in). Add in items other than food...ex: clothes, toiletries, electronics.
22	Store would be bigger, brighter, and more colorful. Music playing. Larger carts, people would be buying a lot more. Cashiers would be standing and making an effort to be as nice and polite as possible. Cigarettes would be locked up, and in their place would be candy bars and magazines.
24	I would make it bigger and look more chaotic. I would give everyone a shopping cart and install 7 more checkout stations, however, only one would be open. The grocery store staff would be friendlier and make small talk, and would not refuse anyone service. The cashier would also not have a buzz cut with long hair on the sides. I also would add in freezer isles and put the tobacco products behind the counter.
27	More [people], bigger aisles, tobacco behind the counter , more small talk, standing cashier. Produce bags, a lot of food in the cart. Add a sign that says "15 items or less" for that aisle.

Social interactional elements

Results

In this category, the majority of the at home (AH) participants changed the behavior of the cashier in their rewrite (13 out of 18), either making her nicer or suggesting she engage in small talk with the customers:

3. Social interactional elements: (13)
 - a. Nicer cashier/cashier would engage in small talk: (13)
 - b. Minority characters: (0)

Table 7 at the end of this section displays the AH respondents' answers which included a change in the cashier's behavior. To code for this answer, the behavior of the cashier and/or staff or their interaction with customers had to be explicitly addressed; meaning, answers like, "More polite speech, smiling cashier that greets the customer," from participant 20 were counted for this category even though they did not necessarily call the cashier "nicer" and/or mention "small talk." For the second quality listed, "Minority characters," no AH participants submitted answers with data concerning this change. Several participants made general statements about the customer and cashier, inadvertently addressing the scene in the film clip where the minority boys are ignored, but no response changed the minorities.

Discussion

The changes made in this section are significant because they offer a different interpretation of the film clip than the SA responses. To begin, almost all AH participants changed the cashier's behavior, thus indicating that this is an important value in US-American grocery stores and reiterating the significance of customer service in such situations. Further, no AH participants mentioned the minority characters in their rewrite.

Participants 21, 23, 24, 28 comment on the cashier and her behavior, which could inadvertently have been a way for them to raise the discrimination aspect of the film clip, as is displayed in table 8 at the end of this section.

Again, although the minority characters are not mentioned/changed, the answers from table 8 suggest some sort of acknowledgement that this behavior is inappropriate and would not be tolerated in their rewrite; however, no conclusions can be made since none of these participants justified their answers. Similarly, participant 33 makes the closest mention of the minority characters in their rewrite, namely, "...have 1st group of shoppers have ragged clothes, 2nd group have nice clothes so that a similar interaction will happen between where the groups were treated differently." They use clothes as the point of discrimination, instead of ethnicity, but still include some sort of discriminatory element in their submissions.

Table 7: AH changes to the first intervention, making cashier nicer/engage in small talk

Participant number	Response (emphasis from researcher)
19	Well, firstly, the store would have to be significantly larger, because, ya know, everything is bigger in the states. Also, you'd have to fill it with more people. Move the tobacco behind the counter. Staff would need to be significantly more personable. Make the cashier stand. Produce bags. Giant carts with a lot of food (or add an express check out sign to the isle they were in). Add in items other than food...ex: clothes, toiletries, electronics.
20	More polite speech, smiling cashier that greets the customer, different products: more diverse to show greater availability, add more people to the scene.
22	Store would be bigger, brighter, and more colorful. Music playing. Larger carts, people would be buying a lot more. Cashiers would be standing and making an effort to be as nice and polite as possible. Cigarettes would be locked up, and in their place would be candy bars and magazines.
23	Small talk & service to everyone. Use an HEB. Needs better lighting – HEB use[s] fluorescent lights.
24	I would make it bigger and look more chaotic. I would give everyone a shopping cart and install 7 more checkout stations, however, only one would be open. The grocery store staff would be friendlier and make small talk, and would not refuse anyone service. The cashier would also not have a buzz cut with long hair on the sides. I also would add in freezer isles and put the tobacco products behind the counter.
25	Grocery store would be bigger, more [re]frigerated [a]isles, have friendly service, more people, fluore[s]cent lights, be more welcoming.
26	Wearing a Longhorn R-shirt; first grab a cart (which will be bigger) : spend around 30 minutes to walk around, decide which to buy, & chat with friends; then go to the cashier, have a friendly conversation with him/her, (probably a line to wait).
27	More [people], bigger aisles, tobacco behind the counter, more small talk, standing cashier. Produce bags, a lot of food in the cart. Add a sign that says “15 items or less” for that aisle.
28	I would make the store bigger with more options because people in the US would not really consider the German store a grocery store even. There would be a lot more people and more check out lines. I would change the cashiers' interactions and make them more friendly no matter what kind of customers they are interacting with.
30	Bigger store, brighter lighting. Speak more English. More people shopping. More chaos. Lots of check out lines with long lines for each one. A bit more friendly cashiers making small talk. More junk food on counters.
32	More people but not crowded. Cheerful people, brighter store, sales. Friendly staff. Diversity. Fresh products. Young man assist[s] an elderly woman. Show workers liking their job. Family message.
34	English speaking. Nicer cashiers. Lots more people/shoppers. <u>Taller</u> aisles/shelves. Self checkout. Refrigeration of cold things. Shopping bags.
35	Bigger, brighter, and more colorful store. Buying a lot more food. Nicer, more attentive staff.
36	The store would be bigger with brighter lighting, there would be more products in general, most of them in larger sizes, customers would talk to cashiers more at checkout and checkout lines would be longer with more people.

Table 8: AH participants' changes to the cashier's behavior; first intervention

Participant number	Response (emphasis from researcher)
21	A massive crowd of people shopping, long lines, and large purchases. In the scene a person with food stamps is sent to another line and treated so-so. Other people are treated with great respect and kindness.
23	Small talk & service to everyone. Use an HEB. Needs better lighting – HEB use[s] fluorescent lights.
24	I would make it bigger and look more chaotic. I would give everyone a shopping cart and install 7 more checkout stations, however, only one would be open. The grocery store staff would be friendlier and make small talk, and would not refuse anyone service. The cashier would also not have a buzz cut with long hair on the sides. I also would add in freezer isles and put the tobacco products behind the counter.
28	I would make the store bigger with more options because people in the US would not really consider the German store a grocery store even. There would be a lot more people and more check out lines. I would change the cashiers' interactions and make them more friendly no matter what kind of customers they are interacting with.

Other changes

Results

The final change from the data comes from Other. Like SA participants, AH participants who made this change supplied answers that changed the general narrative and/or message of the scene. That is, participants 23 and 26 provided answers for this category that were specific to the University of Texas at Austin (UT) area and community. Again, this was the home university for the current study. Specifically, participant 23 modeled their rewrite on HEB, a local chain grocery store.⁸¹⁵ They wrote, “Use an HEB. Needs better lighting – HEB use[s] fluorescent lights.” Similarly, participant 26 wrote that the characters would be “wearing a Longhorn [T]-shirt.” The longhorn is the school mascot for UT and several students, as well as members of the community, wear this kind of fan gear on a daily basis, like on a trip to the grocery store.¹⁶

Discussion

The data from this category, again, although there are a few, suggest that these two participants tailored their rewrite to a specific audience: namely, Texans. This suggests both a personal and narrow interpretation by making the rewrite specific. Additionally, it is important to note that none of the AH participants changed or even mentioned the minority characters in the film. Instead, most focused on the physical and superficial

¹⁵ HEB is a large grocery store chain with several branches around UT and in Texas in general, as well as some in Mexico. Several UT students do their grocery shopping at HEB, and the store also employs several students (one AH participant was employed by HEB but did not work for them during the study, and that participant did not mention HEB in their scene rewrite).

¹⁶ See table 38 before the appendix for all other AH answers to the first intervention.

aspects of the store. However, the majority of the AH respondents did change the cashier's behavior, making her nicer, but with no mention of repercussions for racist comments. Further, no AH participants labeled the cashier's behavior as "racist" although participant 24 wrote, "The older cashier would be friendly to compensate for the rude young cashier" – labeling the cashier as "rude" (not racist, a different quality assessment which would have been more severe).

Moreover, this suggests little reflection and metacognitive awareness in AH participants. Although two AH students did supply other answers in terms of personalizing their rewrites, these did not add an intercultural dimension, but rather, limited the rewrite in scope and audience understanding, as that grocery store and college mascot are particular to the UT, Texas – and northern Mexican communities. There remains significant differences in overall approaches to this activity as well as answers provided, which the next section investigates in full.

4.3 FIRST INTERVENTION: A COMPARISON

Results

This section compares the answers from the SA and AH groups to the first intervention: rewriting a film scene for a US-American audience. First, the results from each category are compared side by side with the aid of a table. Then, the data are summarized and expanded upon. The average word counts for each group are also included in this section in order to illustrate an added component of how the participants approached

and completed the activity. Finally, a summary of the changes and the implications based on the data are included at the end of this section.

In order to compare the responses from each group visually, tables 26-28 list the changes made in the rewrites for every category, totaling the number of changes for each. The data show that there is not much variation in some categories, with both groups responding similarly at times. Beginning with the physical elements of the store, the at home (AH) and study abroad (SA) participants had a high frequency of responses concerning “lighter store” and “more people,” although, the majority of the AH participants added more people to their scene, whereas approximately half of the SA participants made this change. Fewer AH and SA participants changed the “standing cashier” and “taller shelves.” For this category, there was variation in the “music,” “bright colors,” and “bigger categories.”

Namely, half of the SA participants added “music” to their rewrite, whereas only two AH participants made this change. Similarly, the majority of the SA participants made the grocery stores in the US-American rewrite have “bright colors;” only three AH participants mentioned this in their submission. Finally, 11 AH participants made the grocery store bigger and only one SA participant made this change. Overall, both groups made a similar amount of changes, with the AH participants submitting 40 changes to this category and the SA participants 49.

Table 9: Comparison of changes made to the physical elements of the store

1. Physical elements of the store		
Quality	Number of AH changes made	Number of SA changes made
a. Lighter store	8	10
b. Music	2	9
c. Bright colors	3	12
d. Standing cashier	3	5
e. Taller shelves	1	5
f. Bigger	11	1
g. More people	12	7
Total number of changes	40	49

Table 10: Comparison of changes made to the business-oriented elements of the store

2. Business-oriented elements of the store		
Quality	Number of AH changes made	Number of SA changes made
a. Advertisements	0	8
b. Self-checkout	1	1
c. Tobacco behind the counter	4	0
Total number of changes	5	9

Table 11: Comparison of changes made to the social interactional elements

3. Social interactional elements		
Quality	Number of AH changes made	Number of SA changes made
a. Nicer cashier/cashier would engage in small talk	13	9
b. Minority characters	0	12
Total number of changes	13	21

Table 12: Comparison of other changes

4. Other		
Quality	Number of AH changes made	Number of SA changes made
Other	2	8
Total number of changes	2	8

There was slightly more variation in the business-oriented elements of the store. No AH participants added advertisements to their rewrite, whereas eight SA participants mentioned this quality in theirs. Conversely, four AH participants changed the location of tobacco products and no SA participants acknowledged this element in their submissions; one participant from each group added a self-checkout to their rewrite. As in the first category analyzed, the SA participants supplied more changes for this category: making nine changes as compared to the AH group's five changes.

The category of social interactional elements yielded the most changes to the scene after physical elements of the store, with the SA participants supplying 21 overall changes, and the AH participants 13. For the first quality coded, "Nicer cashier/cashier would engage in small talk," the majority of the AH participants mentioned this, with 13 writing about it in their submission. Similarly, half of the SA participants also highlighted this change in their rewrites. Conversely, 12 SA participants focused on the minority characters in their scene, changing their ethnicity in their rewrite, whereas zero AH participants made this kind of change.

In the last category recorded, other changes, the SA group also provided more changes: eight as opposed to two changes from the AH participants. In this category, other was coded for answers that changed the narrative and general storyline of the scene. For the SA participants, this meant either changing the geographic location of the scene – moving the grocery store to Oklahoma – and for the AH participants, this meant adding region-specific details to the grocery store (adding UT logo-wear and changing the grocery store to a local company).

As a final note of comparison between the two groups, the SA participants provided, on average, longer rewrite responses to this activity as opposed to AH participants. The average response length for SA participants was 115 words, with the longest being 156 and the shortest 52. Comparatively, the AH participants' average response length was approximately 37 words, with the longest entry being 77 and the shortest 16 words. It is worth mentioning that most AH participants completed the activity by hand and turned in a paper worksheet, whereas all SA participants completed their rewrites on their laptop. The digital aspect could have promoted deeper analysis and longer answers, although not all AH participants submitted paper copies, with some turning in digital copies as well.

Table 13: Comparison of AH and SA word count for first intervention

AH participant number	Wordcount	SA participant number	Wordcount
19	77	1	101
20	24	2	130
21	36	3	141
22	50	4	52
23	18	5	110
24	75	6	150
25	19	7	101
26	45	8	133
27	35	9	131
28	58	10	101
29	27	11	156
30	37	12	79
31	23	13	100
32	29	14	109
33	36	15	152
34	18	16	69
35	16	17	100
36	38	18	155
Average total:	36.72	Average total:	115.00

This factor should be controlled for, in case it does impact results, by allowing the participants to submit either an electronic or paper copy of the assignment and not both.¹⁷

Discussion

The following conclusions can be drawn from the data provided for the first intervention. First, the SA participants consistently implemented more changes for each category, as illustrated in table 14.

Table 14: Comparison of total number of changes made; first intervention

	AH changes	SA changes
Total number of changes	60	87

This suggests a more critical and detail-oriented approach to the assignment on the part of the SA participants. Their time abroad could have influenced this, as they were confronted with these differences on a daily basis and thus had more information to provide in their rewrites. Conversely, since the AH participants were not abroad, they did not have the opportunity to actively compare the two environments; however, as previously stated, six AH respondents had spent time in Germany/a German-speaking country which gave them firsthand knowledge of cultural practices.

Beginning with the physical elements of the store, the data show that both groups focused on similar changes, though there was variation; namely regarding store size, music, and bright colors. Since more AH participants chose to make the store larger in their rewrite, as opposed to only one SA participant making this change, this could be indicative

¹⁷ See table 13 for a comparison of submission length from each group; the wordcounts from each group are in bold to differentiate from participant number.

of their own grocery shopping experience as there are several large grocery stores in Austin. Conversely, several SA participants highlighted the music and bright colors in their rewrite, whereas few AH participants did, suggesting a more critical and experiential approach to the rewrite.

Further, approximately half of the SA participants added some sort of advertising aspect to their scene for a US-American audience, whereas no AH participants made this change. This could suggest two things: one, that the SA participants focused, again, on the experiential component of grocery shopping in the US and perhaps had noticed the lack of advertisements in the German stores they had been to in Würzburg, and two, it indicates a critical commentary on the capitalist/consumerist culture of the US, suggesting that sales and the encouragement of more spending are valued in US grocery stores.

Additionally, four AH participants changed the scene to put tobacco products behind the counter, whereas zero SA participants made this change. In German grocery stores, the tobacco is usually next to the conveyor belt in the checkout lane, while most grocery stores in the Texas area keep the tobacco behind the counter, thus forcing the customer to ask the cashier for assistance if they want to buy any cigarettes. This change provided the possibility for AH students to explore ideas of tobacco use and perhaps the stigma associated with that in Germany versus the USA, but no participants provided further information other than changing the location of the tobacco products. In other words, no AH participants commented on *why* the tobacco products might be easily accessible in the German film clip, thus displaying limited critical thinking and questioning. That the SA participants did not address this change suggests that they may

not have been aware of the differences in the presentation of tobacco products in Germany versus the USA.

The data from the social interactional elements provide the most compelling results. As stated earlier, the majority of the SA participants, (12 in total), highlighted the minority characters in their rewrite, changing their ethnicity, whereas zero AH participants acknowledged this in theirs. Comparatively, the majority of the AH participants, (13 in total), focused on the cashier's behavior, making her more pleasant and engaging, whereas approximately half of the SA participants made that change. This is perhaps a reflection of the home culture (C1) for the AH participants as small talk and pleasant personnel is typical for grocery store workers in the Austin area and this change was thus made to reflect their experiences. However, it is important to note that the SA participants, although they were living in Germany, were also from similar (Texan) communities, and had been studying at UT prior to their time abroad, meaning that they too were familiar with the stereotypical US-American grocery experience. Further, the SA participants had only been living in Würzburg, Germany for a few weeks at the time of the first intervention, meaning that they had less time in the C2 than the C1.

This difference in approach provides an interesting departure in terms of how each group handled the problematic behavior in the scene (the rude/racist cashier). The SA participants solved this problem by changing the ethnicities and calling for some sort of authoritative intervention, whereas the AH participants sought to prevent and/or hinder the problem prophylactically: changing the cashier's demeanor entirely. The fact that the AH participants focused on the presumably "US-American" character (the cashier), and the SA

participants on the minority character suggests a shift in perspective in mentality; namely, the AH participants identified with the nonminority character, the SA with the minority character. Since the participants were not asked to justify their changes, only assumptions can be made about what the students chose to highlight and ignore, but the results are compelling and future studies should concentrate on identity and community association during study abroad programs. For example, since the SA participants were essentially “minorities” in their new community in Germany, being foreigners, this could have impacted their analyses and data submission. Since the AH participants were presumably not in the minority at their home university, this status could have impacted their focus and character development in their scene rewrite.

Another aspect to consider would be that since the AH participants made no change to the minority characters in their rewrites, this indicates that they either believed the same group would be discriminated against in US-American grocery stores, or that this was not an important aspect to focus on. This variation raises a number of points. First: the SA participants’ choice to focus on minority issues indicates a metacognitive approach to the rewrite as well as sensitivity to the cultural differences between Germany and the USA. Further, they focused not just on the superficial, such as the physical aspects of the store, but on the cultural: understandings of minorities, discrimination and stereotypes. Third, this indicates that the SA group was concerned with the *humanistic* aspect of the film scene, which is the essence of “culture” according to Nelson Brooks (1968).

Moreover, it is interesting to note that the AH did consider character behavior in their scene rewrite, namely by focusing on the actions of the cashier. It makes it that much

more significant then, that they chose to ignore the minority characters in the film. Perhaps this suggests that they believed this solved the problem of the rude employee by making her nicer to the minorities. Or, perhaps they thought that Near or Middle East characters would already be discriminated against in the US, so there was no need to address it in the rewrite. Whatever the reason, this change and lack of change suggests a more critical approach to the activity on the part of the SA participants. The SA group's choice to focus on these social justice issues suggests a heightened awareness of intercultural communicative competencies through active reflection and experiential learning in the C2.

With these differences in mind, it is important to draw some conclusions between the two groups. The results from the first intervention reiterate in part the findings from Cubillos, Chieffo, and Fan (2008) as cited in the literature review above, chapter two, section 2.5, namely that the SA and AH participants approached activities differently. In the Cubillos, Chieffo, and Fan study, their AH and SA participants had similar outcomes, but approached the activities differently. Comparatively, the results in this study show variation in both approach and outcome: the students analyzed and rewrote the film scenes focusing at times on similar aspects, but also exhibiting deviation in regard to others.

Although it could be argued that the students were different and thus focused on different aspects, the population section in chapter three of this dissertation dispels this assumption by establishing the homogeneity of both groups through participant interviews and individual responses to the demographic questionnaire. Again, the results from the first intervention show that the SA participants had a more critical approach and result to the activity, focusing on big-picture problems. Even though the experiential learning model

was employed for both groups, the data suggest that completing this step in the target culture, for example, going shopping in a German grocery store, had a significant impact on the data. Additionally, the AH group, although they were able to provide a realistic picture of what grocery shopping would be like in the UT/Texas area, their focus was on the general aesthetic and experience of shopping; providing only surface level and superficial analyses. The SA participants examined more than just the experiential aspect, looking to judicial and political issues by highlighting the minority characters. No SA participants mentioned region specific details (an HEB grocery store or Longhorn t-shirt), but two did change the setting for the rewrite to be in an Oklahoma grocery store. Their rewrites provided a cultural analysis of US-American beliefs and ideas of racism (Austin is generally considered more liberal than towns in Oklahoma), as well as appropriate versus inappropriate behavior in public spaces such as the grocery store. The response length for this activity also suggests a more critical approach to the activity on the part of the SA respondents.

In sum, the first intervention indicates that SA participants showed greater ICC gains than the AH participants through their approach and content focus in their scene rewrites. This study attributes this shift and depth of analysis to the experiential component of the experiential learning model: living in the C2 and completing guided tasks aimed at a learning outcome with an emphasis on reflection does result in increased ICC through heightened awareness between the native (C1) and target (C2) cultures.

4.4 FIRST INTERVENTION: EXPERIENCED PREJUDICE

This section gives an overview of the SA and AH participants' experience of prejudice in the USA.¹⁸ This is included as a means to supplement and explain their answers to the first intervention, namely, the choice on the part of several SA participants to focus on stereotypes and discrimination in the minority characters.

Beginning with the SA participants, as part of the introductory survey, they were asked what stereotypes they experienced in the USA or if they had ever been discriminated against.¹⁹ Five responded that they had experienced no discrimination in the US, but several (10) reported they had experienced discrimination based on a myriad of factors: false stereotypes, sex, income, ethnicity, etc. Additionally, only one out of the five participants that reported experiencing no discrimination in the USA rewrote their film scene for the first intervention to include a change to the minority characters. The four other SA participants who experienced no discrimination did not include any changes in their scene rewrite in terms of changing the minority characters.

Conversely, all SA participants who focused on minority issues in their rewrite had experienced some form of discrimination during their time in the US, except for two: participants 12 and 9. Participant 12 responded to the question, "What cultural prejudices/stereotypes have you personally experienced while living in the United States?" with: "Not much. I'm white so I don't really get discriminated against although I have seen

¹⁸ The post-program/semester survey also asked participants if they had experienced any discrimination whilst living abroad, but these answers are not pertinent to the first intervention since it was meant to reflect US-American experiences.

¹⁹ A variety of responses to this question were supplied and the results are displayed in full in table 39 before the appendix.

other minorities being mistreated.”²⁰ This is significant because it indicates a level of empathy, compassion and ICC which was thus transferred into their scene rewrite. Based on participant 12’s demographic survey, they did not belong to/identify with any minority groups in the USA, but they did voice their disdain for aspects of US-American culture and politics on multiple occasions during data collection, and had plans to move to Germany post-graduation for medical school. This suggests that their answer could have also been impacted by their impression of US-American culture.

Participant 9’s rhetoric, on the other hand, suggests that their lack of experience with prejudice was based on “luck,” thus insinuating that not everyone would have the same experience as them and that they could presumably face discrimination in the future. In short, these data suggest that personal experience informs projected outcomes. All of the participants who included minorities in their rewrite, even though not all had personally experienced discrimination, were at least aware of it.

None of the AH participants addressed minority issues or topics of discrimination in their scene rewrite. Further, five reported never having experienced discrimination

²⁰ Participant 12’s language in their response is interesting and begs a closer look as they imply being white is in fact a minority by comparing it to “other minorities.” This participant reported German, Greek, Italian, and Swiss family ancestry and also wrote in the introductory survey that their mother tried to expose them to as many different cultures as possible growing up. Additionally, they reported growing up around “white, black, and Hispanic” cultures in their neighborhood. It is possible that through the influence of their multicultural upbringing, they perceived themselves to also be part of a minority group. During this participant’s time in Würzburg, although they spent much time with the SA group, they made it a point to distance themselves by participating in university sports and hanging out almost exclusively with native German speakers. They also spoke almost exclusively in German (in and out of the classroom), which further distanced them from the rest of the SA group, which primarily spoke in English outside of class. To be sure, only assumptions can be made about participant 12’s opinions about being white as they were not asked to explain their answer in an interview.

whereas the rest had either directly or indirectly experienced it.²¹ Again, although the majority were familiar with discrimination, no AH participants wrote about it or addressed it in their scene rewrite. This suggests, as earlier stated, that the AH group did not show as much growth as the SA group through this activity because they remained at a surface level of interpretation. In this instance, growth is measured by comparing the results to the interventions between the two groups and supplementing those data by field notes, in-class observations, interviews, and survey answers.

4.5 SECOND INTERVENTION: SA GROUP

Results

This section discusses the results for the second intervention by presenting the data from the SA participants. There were 18 responses from the SA group, and the intervention was graded by the researcher, checking for pragma-linguistic changes and morpho-syntactic errors. This intervention was administered approximately one week after the first one and about a month after the students had been in Germany. This intervention coincided with the second chapter for the course, “Besorgungen” (*Errands*), and connected to the chapter theme as well as acted as a review of structures for both groups of students.

Starting with the SA ratings for each situation, situation 1 scored higher than situation 2 in every category of appropriateness. Averaging the responses, Cosima scored a 2.8 for strategies of introduction, a 3.6 for vocabulary phrases, a 3.2 for level of formality and a 3.3 for pragmatic tone. As a reminder, the rating scores had the following meanings:

²¹ See table 40 in the list of tables.

1. Inappropriate
2. Less appropriate
3. Somewhat appropriate
4. Very appropriate

In other words, situation 1 was rated “somewhat appropriate” across the board, with her vocabulary phrases verging on “very appropriate.” Additionally, the majority of the participants (14) changed Cosima’s body language, with some labeling the kiss on the cheek “too forward” (as opposed to a handshake) for a first meeting. Participant 11 felt that Cosima was “perhaps a little too informal,” but they were the only one to label her register problematic.

One final note concerning situation 1: three participants changed Cosima’s introduction from “Ich bin Cosima” (*I am Cosima*) to “Ich bin *die* Cosima” (*I am [the] Cosima*). This variation, namely using a definite article “the” when referring to another individual or oneself, is a colloquialism for the German region that the SA participants were studying in, but is nonstandard.²² Participants 6 and 4 who made this change noted: “Cosima made a basic error in introducing herself by failing to include a definite article, but she introduced herself causally [sic] which was good and seemed to use body language that was appropriate for the situation.”

As for situation 2, Cosima scored averages of 2.3 for strategies of introduction, 2.7 for vocabulary phrases, 1.6 for level of formality, and 2.2 for pragmatic tone. Overall, the

²² Additionally, Friedl says “Moin” in both situations, a northern German expression for “Hi” or “Hello.” No AH or SA participants caught this colloquialism which implies a lack of dialectal German greetings as well as intercultural communicative competence. Additionally, it is possible that since the SA participants were in southern Germany (and not northern), they would not have been exposed to this expression and thus would not have been familiar with it.

SA participants deemed situation 2 as “less appropriate” with vocabulary phrases verging on “somewhat appropriate” and level of formality almost “inappropriate.” In situation 2, Cosima shakes Johannes’ and Friedl’s hands when she introduces herself, but two SA participants found this to be too formal and changed it so that she kissed their cheeks and hugged them instead, like in situation 1. The rest of the participants kept the handshake, finding it appropriate.

In regard to Cosima’s level of formality in the situation 2, although 17 out of 18 participants found her too formal, not all of them changed the conversation from formal to informal register, or, some participants changed one formal phrase but kept the other. For example, there was variation with the phrase, “Nett, Ihnen kennen zu lernen.” Again, the correct version for this situation would have been “Nett, euch kennen zu lernen,” but, if the participants wanted to keep the register formal, then “Nett, Sie kennen zu lernen” would have been the correct answer. In this case, only two participants changed it to the grammatically and pragmatically correct version, (*Nett, euch kennen zu lernen*), two participants took the entire phrase out altogether, and three other participants took the pronoun out, changing it to “Nett, freut mich” or “Freut mich” – both of which are appropriate responses given the context. The majority of the participants, however, did not change this phrase at all, with 11 of them keeping it in its original (incorrect) form (*Nett, Ihnen kennen zu lernen*).

Another phrase that tested pragma-linguistic awareness in situation 2 was when Cosima asked Johannes and Friedl what they were studying: “Was studieren Sie?” (*What do you study?*) Again, the correct version would have been “Was studiert ihr?” which

changes the pronoun from formal “you” to the plural informal “you.” In this instance, 11 of the participants (the majority) changed the pronoun from “Sie” to “ihr,” whereas seven kept it in its original form. In this phrase, the verb also needed to be conjugated for the new pronoun in order for it be grammatically correct, but only nine participants conjugated the verb correctly, with two keeping the conjugation in its original form. In other words, not all participants were cognizant of the different layers of grammar, with some focusing only on pronouns and others on verbs, and few realizing the connection between subject verb agreement.

The final change to discuss in situation 2 is Cosima referring to herself as “Frau Wiegand” (*Ms. Wiegand*). Again, although this is appropriate in more formal settings, it is not for college students. For this level of formality, the correct version would have been Cosima referring herself as “Cosima” with no honorific. The majority of the SA participants (12) made this change, with only six leaving it in its original form.

Discussion

The results for this intervention amplified the ones from the first intervention in that the SA participants again focused on different aspects than the AH participants and showed more intercultural communicative competency (ICC). The three SA participants who changed Cosima’s introduction from “Ich bin Cosima” (*I am Cosima*) to “Ich bin *die* Cosima” (*I am [the] Cosima*) display a level of assimilation to the target culture (C2) as well as ICC, as this is a native construction that was not taught in the textbook used for the course in this current study. In other words, based on their experience of local dialect, these

participants saw the missing definite article as a mistake, not a stylistic choice, thus reiterating a possible assimilation to local linguistic tendencies. Conversely, the fact that there was not consistency in terms of subject verb agreement in the phrase “Was studieren Sie?” (*What do you study?*) or in changes made to the formal responses in general, indicates that either the participants rushed through this activity, thus missing the multiple formal pronouns, or were not aware of the formality in different situations (with different verbs and phrases). There is also the possibility that these participants did not know which pronouns to use, which suggests they had not yet mastered pronoun usage.

In sum, although several changes were made to different aspects of this situation, from a pragma-linguistic and morpho-syntactic aspect, not all of them were addressed uniformly and by every participant, indicating a variation in knowledge of not only appropriate greetings, but also general knowledge of the L2. The next section discusses the AH participants’ results to this intervention, followed by a comparison of both groups.

4.6 SECOND INTERVENTION: AH GROUP

Results

The same methodology was used for the AH group in the second intervention, which was administered approximately one month after the semester started and one week after the first intervention. There were 17 AH respondents, as opposed to 18 from the SA group, as participant 33 was absent the day of instruction and never made the lesson up.

For the AH group, for situation 1, Cosima scored averages of 2.6 for strategies of introduction, 3.5 for vocabulary phrases, 3.4 for level of formality and 3.2 for pragmatic

tone. In other words, she oscillated between “less appropriate” and “somewhat appropriate.” For body language changes, 11/17 participants (the majority) changed it by taking the kiss out with one participant noting, “Hugs and kisses are not expected when meeting someone for the first time.” Two AH participants changed Cosima’s introduction from “Ich bin” (*I am*) to “Ich heiße,” (*My name is*), writing that “Ich bin” is too informal. “Ich bin,” although not taught in their textbook, is an acceptable way to introduce oneself; these participants, however, found it too colloquial.

Further, the AH participants rated situation 2 less appropriately than situation 1, giving Cosima the average scores: 2 for strategies of introduction, 2.6 for vocabulary phrases, 1.5 for level of formality, and 2.2 for pragmatic tone. In sum, Cosima’s behavior in situation 2 was between “inappropriate” and “less appropriate,” and the majority of the AH participants (13) found Cosima too formal in her interactions. Further, three participants changed the phrase, “Nett, Ihnen kennen zu lernen” to the correct version “Nett, euch kennen zu lernen” – with one participant taking the phrase out altogether so as to avoid changing the grammar and another student changing it to, “Nett, ihnen kennen zu lernen.” This is an interesting change because, although it is grammatically incorrect, it shows an awareness of some morpho-syntax, namely that formal pronouns are capitalized, and informal ones are lowercase. The majority of the participants, however, did not change the phrase, leaving it in its incorrect (grammatically and pragmatically) form.

Additionally, for the phrase, “Was studieren Sie?,” seven of the AH participants correctly changed the pronoun to “ihr” (plural you) and one participant changed it to “du” (singular you) – which is acceptable but not expected, since Cosima is talking to two

people. For the verb in the phrase “Was studieren Sie?” only three participants changed the verb to reflect the pronoun, thus achieving subject verb agreement. Five participants who changed the pronoun did not change the verb to reflect the new pronoun, keeping the verb in its infinitive form. The final element tested in this intervention was the treatment of the phrase “Frau Wiegand” (*Ms. Wiegand*). The majority of AH participants (10) changed her name back to “Cosima” and one participant changed it to “Cosima Wiegand,” a mix of formal and informal elements.

Discussion

The data from the AH participants in this intervention suggest a lack of pragma-linguistic awareness. Further, their inconsistency in terms of morpho-syntactic changes suggests different levels of mastery: some AH participants showed an awareness of pronouns and formal versus informal registers but not of basic verb conjugations and subject verb agreement. In other words, this suggests a mastery of formal and informal language usage (pragma-linguistics), albeit not morpho-syntax. The next section compares the results from both AH and SA participants from the second intervention in order to draw conclusions and offer implications based on the data.

4.7 SECOND INTERVENTION: A COMPARISON

Although both groups of participants (AH and SA) rated situations 1 and 2 similarly, they showed variation in some respects which indicate, again, a difference in approach and result. This section compares the appropriateness ratings for each situation

from the AH and SA group, the frequency of changes made, as well as the dialogue rewrites for situation 2.

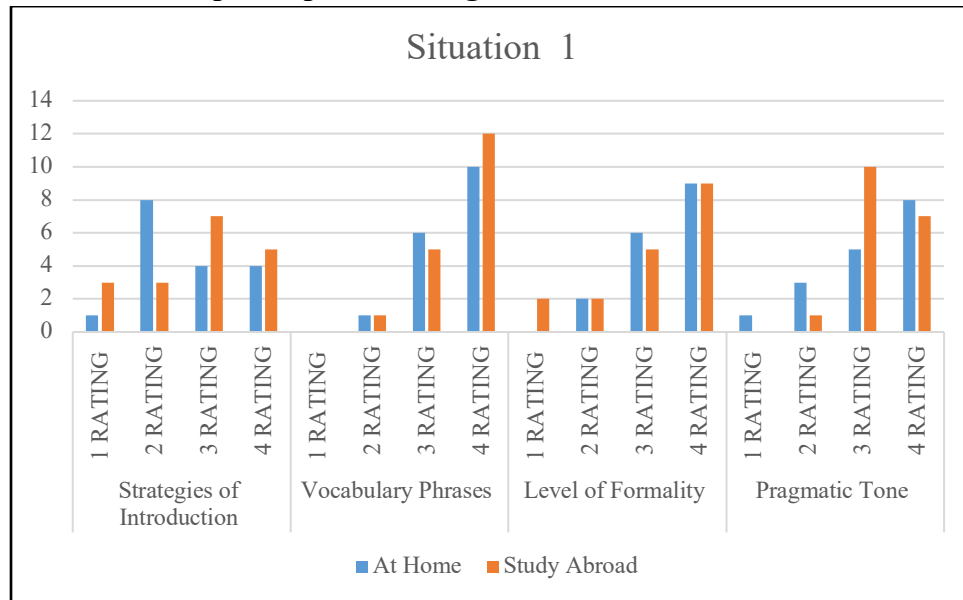
Table 15 displays the average results from the appropriate ratings in situation 1.

Table 15: AH and SA average ratings of appropriateness for situation 1

Situation 1		
Level of appropriateness	AH group = 17	SA group = 18
Strategies of introduction	2.6	2.8
Vocabulary phrases	3.5	3.6
Level of formality	3.4	3.2
Pragmatic tone	3.2	3.3

The data from table indicate that there was little difference in the respondents' interpretation of the situation, with both the AH and SA rating it similarly. The SA participants found Cosima's behavior slightly more appropriate except in terms of level of formality, in which case the AH participants found her .2 more appropriate. In order not to confound the results through averaging the scores, the following two graphs, figures 2 and 3, show the distribution of scores from each group.

Figure 2: SA and AH participants' ratings of Cosima for situation 1



The data show that, for the first quality, strategies of introduction, the majority (7) of the SA participants gave Cosima a 3-point rating, “somewhat appropriate,” whereas the majority (8) of the AH group gave her a 2-point rating, i.e., “less appropriate.” The AH participants that gave her a 2-point rating based their reasoning on her body language, stating that the kiss on the cheek and hug were “too informal” or even “weird.” The SA participants who gave her a 3-point rating mentioned that the kiss was problematic, but still rated her higher.

For the second quality, vocabulary phrases, almost all of the SA participants (12) gave Cosima a 4-point rating or “very appropriate.” Comparatively, the AH results were similar, with 10 participants also scoring it as “very appropriate.” For level of formality, again, the majority of the SA participants (9) rated her behavior as “very appropriate.” The AH results were almost identical, with nine participants also rating her level of formality as “very appropriate.” For the last quality, pragmatic tone, 10 SA participants gave her 3

points or “somewhat appropriate” with seven participants rating it as “very appropriate.” There was variation among the AH participants, with the majority of the respondents (8) rating her pragmatic tone as “very appropriate” and five as “somewhat appropriate.” In sum, the distribution between the AH and SA groups for ratings for situation 1 were comparable, with only slight variations in terms of pragmatic tone and level of formality.

The results from situation 2 are similar, with the two groups providing almost identical data in terms of averages.²³ Looking at the individual ratings before averaging the numbers, however, there is variation. The majority of the SA group (10 participants) gave Cosima a 2 or “less appropriate” rating for strategies of introduction. Similarly, 11 AH participants gave her the same rating for this quality. For vocabulary phrases in situation 2, the distribution was almost equal in the SA group, with five participants giving her a 2 rating, five participants a 3 rating, and another five a 4 rating. The remaining three participants gave her a 1 rating. In other words, the SA group was almost split evenly between each quality, with approximately a quarter of the participants rating her vocabulary phrases as “inappropriate,” “less appropriate,” “somewhat appropriate,” and “very appropriate,” ultimately with no consensus emerging.

In the AH group, there was similar variation for this quality with two participants rating her vocabulary phrases as “inappropriate,” six participants rating it as “less appropriate,” another six participants rating it as “somewhat appropriate,” and the remaining two participants rating it as “very appropriate.” For the next quality, level of

²³ See table 16.

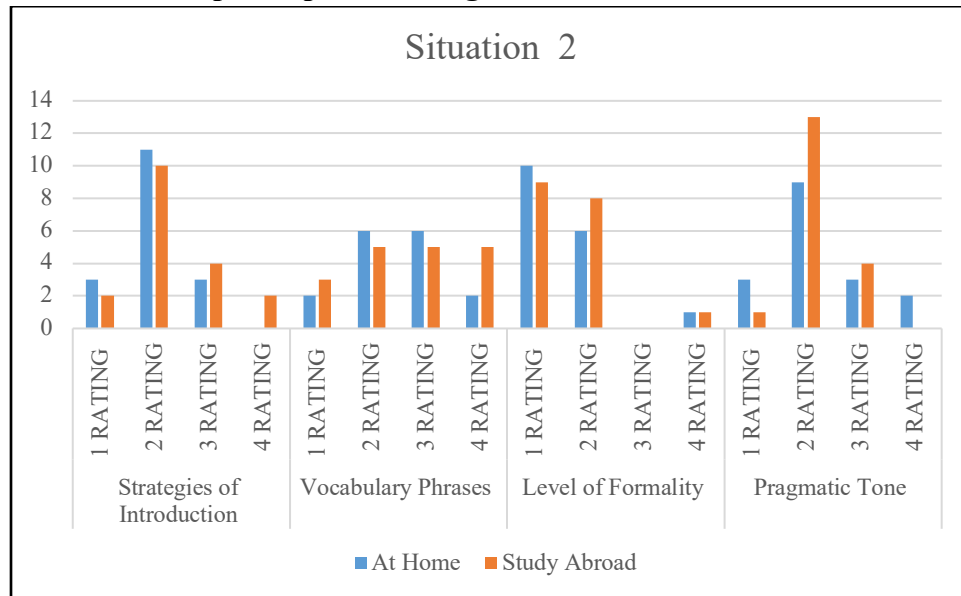
formality, the SA group was split almost down the middle between “inappropriate” and “less appropriate,” with nine participants giving her a 1 (“inappropriate”), eight a 2 (“less appropriate”), and one a 4 (“very appropriate”). For the AH group, like the SA group, the majority of the participants (10) also labeled her behavior as “inappropriate” by giving her a 1, with six participants rating her as “less appropriate,” and one participant labeling her as “very appropriate” for this quality.

For the last quality rated, pragmatic tone, all of the SA participants found Cosima’s behavior “less appropriate” or better: one participant rated her as “less appropriate,” the majority (10) rated her as “somewhat appropriate,” and seven rated her as “very appropriate.” The AH group differed in this category, namely, three participants rated her as “very inappropriate,” the majority (9) rated her as “less appropriate,” three as “somewhat appropriate,” and two rated her as “very appropriate.”

The averages of these scores contradict the individual scores and thus do not give an accurate picture of the results, but table 16 illustrates that when averaged, the scores are almost identical for situation 2. Table 16 shows variation only in the first category, “strategies of introduction,” with the SA participants rating it slightly more favorably than the AH group. “Level of formality” is also slightly more positive in the SA group, but only by .1 a point, which is not significant. Overall, the averages suggest that both participants had similar impressions regarding Cosima’s behavior in situation 2.

Table 16: AH and SA average ratings of appropriateness for situation 2

Situation 2		
Level of appropriateness	AH group = 17	SA group = 18
Strategies of introduction	2	2.3
Vocabulary phrases	2.6	2.6
Level of formality	1.5	1.6
Pragmatic tone	2.2	2.2

Figure 3: SA and AH participants' ratings of Cosima for situation 2

The data depicted in figure 3 show that both groups found Cosima's behavior in situation 2 problematic. This aside, there was variation in the comments and reflection section of this activity. Although the two groups generally provided the same interpretation for both situations, as in the first intervention, their approach was different: the SA group focused more on details and found more reasons to explain Cosima's behavior when labeling it as "inappropriate," whereas most AH participants generally focused on one

aspect or provided no comments at all.²⁴ In sum, although participants' analyses were similar, the SA participants provided a more in-depth analysis, indicating greater intercultural communicative competency (ICC) gains than their AH counterparts.

As a final note, the changes made to situation 2 provide insight into the participants' notion of appropriate and inappropriate behavior, both linguistic and pragmatic. Beginning with the phrase “Nett, Ihnen kennen zu lernen” (*Nice to meet you*), as stated earlier, this phrase provides two potential mistakes from a pragma-linguistic lens: first, the pronoun used is not only in the formal register, but it is also in the wrong grammatical case. The most appropriate change, from a morpho-syntactic and pragma-linguistic perspective, would be to change the phrase to “Nett, euch kennen zu lernen” (Ihnen [formal, dative] → euch [informal, accusative]). With this in mind, table 17 shows the results for this data set. Both groups showed little linguistic awareness, with only two SA participants changing this phrase to the correct version, and only three AH participants making this change. Two SA participants and one AH participant removed this phrase from the dialogue, indicating that they either did not know how to handle it/correct it, or they deemed it unnecessary for the dialogue to be successful. The majority of participants from both groups, however, did not make any changes to this, suggesting that they did not view it as “inappropriate” or incorrect, from a linguistic and pragmatic standpoint.

²⁴ For a table with all of the participants' comments for this intervention, see tables 36 and 37 before the appendix.

Table 17: Comparison of frequency of changes made in situation 2 with phrase “Nett, Ihnen kennen zu lernen”

Changes made	AH participants, N = 17	SA participants, N = 18
Nett, euch kennen zu lernen (correct version)	3	2
Unexpected change	1	3
Removed from dialogue	1	2
No change	12	11

Three SA participants made changes labeled as “unexpected changes,” meaning that they replaced the phrase with a new, equivalent expression, either side-stepping the problem of changing the pronoun or providing a “correction” that was still incorrect. In this case, SA participants 5 and 7 replaced the phrase “Nett, Ihnen kennen zu lernen” with “Nett, freut mich” (*Nice, pleased to meet you*), and participant 10 replaced it with “Freut mich!” (*Pleased to meet you!*). Both of these phrases would be pragmatically appropriate, and offer a creative as well as strategic solution for participants, who perhaps did not know how to correct the pronoun. AH participant 26 also provided an unexpected change to situation 2 by replacing the phrase with “Nett, ihnen kennen zu lernen.” In this instance, their “correction” is incorrect, as “ihnen” is not the right pronoun for this situation, but this participant suggests that the problem was the capitalization, as formal pronouns in German are capitalized and informal pronouns are not. This indicates a surface level understanding of formal versus informal registers, but a lack of full understanding in terms of German morpho-syntax. Additionally, the results suggest that the participants viewed this phrase as a lexical chunk, resulting in the majority of the AH and SA participants leaving it in its original form. Considering most “introduction phrases” (hello, how are you, what’s going on, my pleasure, etc.) are viewed and taught as lexical chunks instead of individual words,

the data suggest that the participants viewed this utterance as such and thus did not concentrate on possible mistakes within the expression.

The next phrase that was incorrect in situation 2 was from a pragma-linguistic standpoint. The phrase from Cosima was “Was studieren Sie?” (*What do you study?*), and although well-formed morpho-syntactically, it broke pragmatic norms considering, again, all participants in the conversation were students and thus the informal register should have been utilized. In order to correct this utterance, the participants had to not only change the pronoun from formal to informal, but they also had to conjugate the verb in order to reflect this change thus achieving subject verb agreement.

Half of the SA participants (9) changed the phrase to its correct form whereas only three AH participants made this change. This suggests that the SA participants had greater morpho-syntactic and pragma-linguistic awareness than the AH participants. Further, two SA participants changed the pronoun to the correct version, but left the verb in its infinitive form; four AH also made this same change. Again, this indicates that there are levels to language mastery, as no participants changed the verb to the correct conjugation whilst leaving the pronoun in its original form (“studiert Sie”), whereas some changed the pronoun without conjugating the verb (“studieren ihr”). Comparatively, AH participant 24 supplied an “unexpected change” in that they provided an answer that could have been pragmatically correct, if Cosima were only talking to one individual instead of two. To be sure, an argument could be made that she was only answering Friedl; which was reflected in this participant’s response. Participant 24 changed the phrase to “studieren du,” changing the pronoun to singular you (informal), but, again, failing to conjugate the verb to reflect

this change. This further indicates a mastery of pronoun usage but not verb conjugation. Lastly, a large number of participants from both groups made no change to this phrase, with seven SA and nine AH participants leaving it in its original form. This indicates that although the students were in third-semester German, they still needed help with verb conjugation and pragma-linguistic awareness.

Table 18: Comparison of frequency of changes made in situation 2 with phrase “studieren Sie”

Changes made	AH participants, N = 17	SA participants, N = 18
Studiert ihr (correct version)	3	9
Studiert Sie (correct verb, incorrect pronoun)	0	0
Studieren ihr (incorrect verb, correct pronoun)	4	2
Unexpected change	1	0
No change	9	7

The last opportunity for a pragmatic change in situation 2 concerned the way Cosima referred to herself. In this dialogue, she introduced herself as “Frau Wiegand” (*Mrs. Wiegand*), which, as stated earlier, may have been appropriate in more formal contexts, but is inappropriate in this situation, with “Cosima” being the more appropriate option. The majority of both groups correctly identified and made this change, with 12 SA participants changing her name back to Cosima and 10 AH participants doing the same. One AH participant provided an unexpected change to this phrase by changing her name to “Cosima Wiegand,” a middle-ground answer, showing some formality by providing the last name, but changing it to “Cosima” instead of “Frau.” Further, six participants from

each group left this phrase in its original context, showing that not all of them found it to be problematic.

Table 19: Comparison of frequency of changes made in situation 2 with phrase “Frau Wiegand”

Changes made	AH participants, N = 17	SA participants, N = 18
Cosima	10	12
Unexpected change	1	0
No change	6	6

In sum, the SA participants showed more pragma-linguistic awareness in the second intervention than the AH participants as they consistently made more changes to the dialogue, altering Cosima’s responses to reflect more appropriate choices. Although more AH participants correctly changed the first mistake mentioned in table 17 (“Nett, Ihnen kennen zu lernen”), more SA participants offered different choices, with three providing new phrases to replace the original one, exhibiting creativity and native-like mastery of the L2.

4.8 THIRD INTERVENTION: SA GROUP

Results

The third intervention was administered to the SA group two weeks after the second one, at the start of the next textbook chapter. Participants 4 and 6, although they were still members of the study, did not submit any data for this activity, making N=16 for the directions data take in this intervention. Additionally, participants 4, 6, and 7 did not submit reflections for this intervention, yielding 15 data sets for that portion (N=15). This intervention coincided with the chapter theme “In der Stadt” (*In the city*) as it enabled the

students to use relevant vocabulary and structures from that unit when developing their instructions. Like the previous interventions, for the warm-up activity, the students discussed the prompt “How do you run errands? Describe your routine” in the L1 in order to promote productive conversation. For this activity, the students worked in pairs and then shared their answers as a class.

Next, the students moved on to the main activity which was writing directions from their classroom to a store in the city that sold Adidas sneakers. They completed this activity on their own, without the help of a partner or group. As an added experiential component, the SA participants exchanged their directions with a partner from the class and followed them. For homework, the SA students submitted a journal entry discussing their experience following their partner’s directions.

Nine SA participants (the majority) wrote their directions entirely in German, one entirely in English, and six in both German and English.²⁵ Additionally, for the participants who used both German and English, the extent of English and German varied from one word, (ID, train tracks, etc.), to one sentence, to the majority of the directions. Participant 10, for example, wrote the first third of their directions in German and then switched to English for the remainder, whereas participant 9 only included one sentence in English, “Important: you must have your Student ID card or cash to ride the bus.” Participant 10 did not know which parts to write in German and which in English: “The only difficulty I had in writing my own directions was not knowing if I was supposed to write them in English

²⁵ For a table of all SA respondent’s answers, see table 41.

or in German, and so I just wrote half in German and the more important half in English.” This suggests a more complex discussion that is out of the scope of this current study, namely, language hierarchy as the participant indicates that English is “more important” than German. Further, her comment could be interpreted as a reflection of the communicative imperative and this participant’s attitude about her own language abilities. Namely, since the activity objective was to provide clear instructions for a visitor to the city, participant 10 wanted to be sure that the directions were successful and thus projected her own language abilities onto the assignment – assuming that their partner would have similar linguistic capabilities to them. In other words, their submission suggests that they wrote the directions with their *own* language abilities in mind.

For the reflection component of the activity, the longest provided was 287 words, and the shortest 62, averaging approximately 159 words per entry.²⁶²⁷

Discussion

Some general statements can be made about the directions provided by the SA participants. The directions were detailed, showing firsthand knowledge of the area: naming local restaurants and buses to take, etc. Further, the shortest set of directions was 60 words long and the longest 265, yielding an average of approximately 95 words per directions. Additionally, the students code-switched between German and English, with some participants writing their directions completely in German and some completely in

²⁶ See table 42 before the appendix for all SA participants’ reflections to this intervention.

²⁷ Again, participant 7 did not submit a reflection for this intervention; thus, the only interventions counted for shortest entry submitted were from those who submitted something.

English. (As a reminder, the instructions for the activity gave the students the freedom to decide what part of the directions (if any) needed to be in German and English.)

Some participants, as stated earlier, wrote the “most important” parts of their directions in German. This suggests that these participants felt the information needed to find the store for the activity must be in English, since the recipient of the directions would be a native English speaker and they did not want them to get lost. This assumes a lower-level of German ability. As a counterexample, participant 12 wished their partner’s directions had stayed German the entire time, “[The] directions could have been better and staying in German the whole time would have been cool.”

The responses in the reflections on this assignment were in-depth and suggested that the students had already started processing their time abroad by considering their time at the beginning of the program when they themselves were learning how to navigate the city for the first time, asking others for directions and help, just like they were supposed to do in this assignment; thus reinforcing the importance of reflective activities.

Further, the reflections give insight into the participants’ reaction to the activity. Generally, the data suggest that through this activity, the SA participants increased their ICC through compassion; namely, by putting themselves into the perspective of someone new to the area who needed help navigating in order to buy new shoes. Additionally, 15 of 16 wrote their reflections in English, interspersing German street names or phrases, with one participant submitting a reflection in German. Like the first intervention, the experiential component of this activity, actually going out and testing the directions, provided the richest opportunity for ICC gains. In their reflections, two general trends can

be discerned: the participants felt confident completing the activity (in terms of writing and following the directions), but they wanted it to be more challenging. Some participants mentioned confidence in completing the activity because they were familiar with the city at the time of the activity, with participant 11 writing in their reflection, “Diese Aktivität war für mich einfach, denn ich kenne schon diese Stadt” (*This activity was easy for me because I already know the city*).

Moreover, others pointed to not only time spent in the city, but also to chapter vocabulary and previous scaffolding as contributing factors for their success – for example, participant 17 SA wrote, “The only reason why I understood the directions written by my partner was because of the vocabulary that I am familiar with,” and participant 16, “In my opinion this task was quite easy, partly due to the fact that we just covered directions and city vocabulary and partly because Würzburg is relatively small and easy to navigate.” Similarly, participant 17 wrote, “This assignment was also easy to follow through because I am already familiar with Würzburg: the layout of the city, the main bus and train stops, and the stores that function as landmarks. A quite enjoyable activity to do.”

Although their familiarity with the city helped complete this activity, some SA participants felt that this made the activity too simple. Several participants suggested either administering this activity at the beginning of the program when they would not have been as familiar with the city and getting around, or, to pick a more remote destination for them to write directions to and follow.

Participant 13 explains:

I understand the reasoning and the challenge to write and read directions in German but since we've been here for a while now, we've had the opportunity to become familiar with our surroundings rendering the activity not as effective. Granted, if the chapter for the city was the first that we learned once we arrived and within the first week or so been assigned this activity, I think this activity would've been a great test to see how effective our directions were. Since my classmates and I are so familiar to the downtown Würzburg, I think a more remote destination would be a little more exciting and effective at this point. Maybe instead of a shoe store, give us the opportunity to select a store in the surrounding area and then having directions there would probably be better. Obviously, we shouldn't send our classmate to the edges of where we can ride with our card, but someplace where the student would really have to rely on the directions he/she was given.

As a final note, some data from the reflections in this intervention suggest an increase in empathy toward other individuals who may be living abroad for the first time. Again, several of the participants noted that this activity was not challenging because they already had much experience navigating the area, but a few participants went a step further, reflecting on what it would have been like if they were not familiar with the area – or rather, what it was like for them when they first arrived. Participant 5 took this extra step, writing:

It was pretty easy to find the shoe store. [Participant 7] told me to take bus 14 to Stift Haug and then walk to Barbarossaplatz. These were simple instructions for me because I have done this multiple times. But the first time I had to find Barbarossaplatz was different. I was extremely nervous and asked my roommate's boyfriend to help me. I pulled out the paper map of Würzburg and had him circle the places I was supposed to go. His directions were simple but incredibly helpful... This assignment was more difficult to write than to follow. I had to look up a lot of German directional words and visualize the places this person would see, just like my roommate's boyfriend did for me during those first days. Getting to city center is a mindless activity for me at this point, so I forget that new people would not understand how to get there. This activity helped me put myself in someone else's shoes, which was cool.

Additionally, Participant 1 wrote they felt confident knowing how to get around, but that was not always the case:

Using [participant 10's] directions was fairly simple, since by this point, I know pretty well how to get around downtown Würzburg. My first instinct any time I go downtown is to start at Barbarossaplatz, and since you can see [participant 10's] store from there it was straightforward to get there from my "starting position." I've developed a good sense of direction when downtown, but when we first came here, I followed [participant 10] everywhere because I was so scared of being lost.

This shift in focus from self to other, provides a critical moment of analysis and compassion/empathy. This intervention taught them the importance of achieving linguistic gains because there was real-world applicability. Put differently, since they needed specific skills to complete the activity, they were able to develop and use those skills as well as see their benefit immediately. In short, the SA participants were able to paint a more realistic picture of navigating a new city, interspersing English when "necessary," and showed an increase in pragmatic awareness, compassion and ICC through their directions as well as reflections on the activity in general. The next section explains the AH participants' results for the third intervention, followed by a comparison of the two groups.

4.9 THIRD INTERVENTION: AH

Results

The study administered the third intervention to the AH participants approximately three weeks after the second intervention, in order to coincide with the ending of one textbook chapter and the beginning of the next. For this intervention, all 18 participants submitted directions (N=18), but only 15 submitted reflections to the activity (N=15); all

three of these participants were present for class instruction but chose not to complete that portion. Again, since the AH participants were in Texas and not Germany when they exchanged directions with a partner, they followed those directions virtually by using a map of the area either on their laptop or cellphone.

The longest set of directions was 125 words long, with the shortest 29 (two participants submitted directions at this length), and the group average coming to approximately 60.²⁸ The reflections also showed variation in length with the longest being 37 and the shortest 2 words long.²⁹ The average reflection length for AH participants was approximately 15 words.³⁰ The majority of the AH participants submitted German only directions (14), and the remaining four submitted mixed language directions, German and English. However, in the mixed language directions, English was seldom used, e.g., only words like “exit,” “platform,” and “south.” Participant 26 was the only one to use a full sentence in English, and it was nonessential for the directions, reading, “So basically, there are 4 direction changes.” There were no AH participants who submitted English only directions.

Further, the directions from the AH group contained few landmarks specific to the area such as restaurants, instead focusing on the streets in the area, with one participant giving driving directions, as well.³¹ Aesthetically, the directions were direct and to the

²⁸ For all AH participants’ directions, see table 45 before the appendix.

²⁹ Like the SA participants, since three participants in the AH group did not submit reflections, this study did not count them when analyzing which reflections were the shortest.

³⁰ For the table of AH reflections, see table 46 before the appendix.

³¹ No SA participants wrote directions for someone driving a car; they were all written for public transportation.

point, in list-like format, with participants 21 and 23 even numbering their directions. This gave the impression that the participants entered locations into online direction generators and copied the results for their submission.

Moreover, the reflections did not provide much data to analyze. All participants wrote their reflections in English except for one; participant 26 submitted theirs in German which read “Das ist einfach” (*This is easy*). The remaining submissions provided little reflection on the actual activity, with several participants only answering whether or not they were able to complete the task and offering little interpretation on the activity in general. The reflections were focused on two main points: how good their partner’s directions were and whether or not they were able to find the store based on those directions. For example, participant 23 wrote, “I found the shopping center. Starting point was hard to find but directions were clear” – this reflection is to the point but provides no metacognitive awareness. Participant 32, who submitted the shortest reflection, simply wrote, “[My classmate’s], yes” – indicating whose directions they followed and saying that they worked. None of the AH participants reflected on the process of writing the directions, or attempted to discuss cultural assumptions, landmarks or behaviors that would have been useful when completing the assignment such as showing the bus driver your student identification card when boarding, turning right at a specific café, asking the store personnel for help when trying on shoes, etc.

Additionally, several participants took the reflection component as an opportunity to complain about the activity in general and/or their partner’s directions. To be sure, SA participants also included complaints in their reflections, but that was not the focus of their

entry. For example, participant 25 wrote in their reflection, “I cannot work google maps, so I am sure these directions are correct. I did not like this activity.” This further supports the claim that perhaps the AH students created their directions using an application like Google Maps and then tried to utilize the same application when testing their partner’s directions. Similarly, participant 31 wrote, “I got all the way to the store and couldn’t find it because I didn’t know the name :(.” This lack of specific details (a starting point or store name) were common problems voiced by other AH participants as well.

Discussion

In sum, the AH participants’ data show that the majority wrote the directions in German, using simple, list-like language. The AH participants focused on the activity itself, commenting on whether or not they could complete the assignment and offering little more insight into cultural issues and pragmatic awareness when navigating a new city. There was also no mention of empathy or compassion for individuals who would be navigating a foreign city for the first time. In other words, none of the AH participants recognized the non-linguistic benefits of this task, e.g., helping others, traveling in a German city, experiencing German culture through shoe-shopping, interacting with native speakers, etc.

These data suggest that the AH participants approached this activity with little motivation and/or awareness for its benefits, i.e., exploring a new city whilst testing their linguistic knowledge at the same time. The frustration that several AH participants wrote about, in terms of either the activity or their partner’s inadequate directions, point to a bigger problem: since the participants were not able to experience this activity in the target

culture – and thus see the immediate benefits – it failed. The activity became, essentially, another activity to complete, and not an opportunity to grow in pragmatic awareness, intercultural communicative competency, and morpho-syntax.

4.10 THIRD INTERVENTION: A COMPARISON

The results from the AH and SA groups for the third intervention show the most variation in the interventions thus far. Not only did the groups approach and complete the activities differently, but the contrast in results also suggests that they did not have the same understanding of the activity. Granted, out of the first three interventions, this one depended the most on the experiential factor, thus reinforcing the importance of that aspect of deep learning. Similarly, that three AH participants did not submit reflections suggests that they did not feel this was a necessary component for the activity. Essentially, the data suggest that the AH group believed that the activity was limited to just writing and testing the directions, viewing the practical application as well as reflection parts as unnecessary and tedious components, even though the data suggest that this portion of the task provided the richest area of growth for the SA participants in terms of compassion, reflection, and processing of the SA experience. This further emphasizes a difference in task approach and outcome between the two groups, as illustrated in the data from interventions one and two.

Further, the directions from the AH participants were generic and simply constructed, some in list format like what one would find from a directions application, whereas the SA instructions read as a narrative with specific details and focused on pragmatic behavior: showing your student identification card to the bus driver, talking to

the sales representative in the shoe store, etc. In sum, the AH participants approached and completed the activity so differently than the SA participants, that when comparing the results side by side, it is as if the two groups submitted different assignments.

Briefly, the length of assignment submissions is also indicative of time spent on task and possible gains. Table 20 displays the average word count for the directions and reflections from each group.

Table 20: AH versus SA average direction and reflection length, third intervention

Task	AH participants' average	SA participants' average
Directions	60	95
Reflection	15	159

The SA participants consistently wrote longer entries for their assignments, averaging approximately 35 more words than the AH group, but more striking still are the data from the reflections with the AH participants submitting, on average, approximately a tenth of the SA group's submission. Again, the model for this activity may have controlled this factor: since the SA participants followed the directions from their classroom to the city they had more to write about as opposed to the AH participants who used their cellphones/laptops to complete activity. Environment of completion aside, the data still suggest the importance of experiential lessons for ICC gains. Further, the data indicate that coupling experiential lessons with reflection components provide a chance for SA students to begin processing their time abroad, thus supporting ICC gains.

Moreover, the reflections from this intervention show how significant the differences in these groups were. The SA group reflected not just on the activity itself, but on the implications of completing such an activity, such as the learner benefits and the

cultural/pragmatic benefits for someone new to the area. This was reiterated in the activity suggestions provided from this group such as to administer this intervention at the beginning of the program when they would not have been as familiar with the area, in order to test their skills more critically and also to give them the skillset needed to navigate the city for the rest of the program. The SA participants' focus on the experience of others, or rather, what their partner would need to know in order to get to the destination, is also indicative of an increase in ICC, namely in the shifting of awareness from themselves to another individual.

AH participants' reflections were aimed at the activity and the directions, and not on the experiential component. They reacted to their partner's directions and showed little to no self-reflection; for example, how the activity impacted themselves or how it could be more helpful to students in the future. Their narrow interpretation categorizes this intervention as "just another activity" during their course, instead of an opportunity to explore a new area using their language and pragmatic skills.

In sum, it is evident that the SA excelled at this activity. They provided detailed directions as well as metacognitive reflections, whereas the AH group produced short and stilted directions, aimed at correctness and activity completion, with no cultural awareness or pragmatic skills discussed in the reflection portion.

4.11 FOURTH INTERVENTION: SA GROUP

Results

The fourth intervention was administered approximately two weeks after the third intervention, also in order to coincide with the ending of one textbook chapter and the beginning of the next (the final chapter of the course). All SA participants submitted advertisements for this intervention except for participant 1 who was absent that day of instruction and chose not to make up the assignment, making N=17. Additionally, only 16 participants submitted reflections for this intervention. For the data discussed in this section, the study focuses on the answers to the reflections and the advertisements made for each audience.

The majority of the SA respondents believed that the adventures were not being sold in the same way (13) and the remaining three stated they were being sold in similar ways, but with different methods. For example, participants 9 and 5 wrote that the advertisements both had families in mind as their audience. Additionally, participant 17 thought the ads were persuading the readers through different tactics. Conversely, the SA participants who did not think the ads were being sold in the same way pointed to cultural differences in ways Germans versus US-Americans plan trips; for example, participant 6 wrote, “It’s likely a cultural difference in the purpose of vacation.”

As to the travel advertisements for Würzburg created by the SA participants, the current study categorized them based on the language used for each advertisement and if the participants created novel advertisements for each audience. As an added component, the participants were asked to justify their reasons for their design and language choice.

The data show that out of the 17 submissions, 10 participants used the same advertisement for both audiences (German and US-American), six participants used different advertisements depending on the audience, and one participant created only a US-American ad.³² For language employed in the advertisements, 10 participants wrote English-only advertisements, five wrote advertisements in German or English depending on the audience, and two wrote their advertisements with German and English components; no participants wrote their advertisements in German only. Further, for the 10 participants who wrote English only advertisements, eight of them used the same advertisement for the US-American and German audience, one only wrote an advertisement for a US-American audience and one wrote two different English ads for both audiences. The majority of these participants justified their language choice by stating that not only are advertisements easy to understand, but that most Germans have knowledge of English and therefore using the German language would not be necessary.

Additionally, participant 5 again only wrote an advertisement for US-American audiences. She justified this by writing, “This one was for the Americans. Americans love Instagram and crave validation from social media. This will appeal to the American millennial audience.” Her advertisement relies on the audience being knowledgeable of social platforms such as Instagram. Comparatively, participant 6 wrote an English advertisement for the US-American as well as the German audience, stating: “I wanted the US ad to be a little bit more extreme and emphasize that there would be people helping you

³² Participants 12 and 18 worked together on this assignment, submitting the same advertisement. This study counts their advertisement as separate submissions since they turned them in individually.

along in the city. The German one has less descriptive language and simply lists what attractions and possibilities there are in the town. I think the German one probably should be written in German, but I wanted to be sure there was a big difference between the two.” In other words, they recognized that the German language would have been the better choice for the German audience, but instead of doing this, they chose to emphasize different content aspects in each ad.

Discussion

This results from this intervention indicate a shift in perspective because the SA participants reflected not only on the vacation advertisements, but also on *how* people vacation. This amplifies the results from the third intervention, in which a few SA participants focused on their partner’s interpretation/experience of the directions/navigating Würzburg for the first time: a metacognitive approach to the activity as well as apparent distancing from a self-centered to an other-centered mindset. Further, some SA participants suggested that perhaps there are different expectations for Germans and US-Americans when they vacation, not necessarily commenting on which one is better, but just acknowledging that there is a difference.

This suggests not just an awareness of local culture, but also of an increase in German cultural geography, i.e., stereotypes and impressions of other German cities. Additionally, it signifies intercultural communicative competency because students displayed respect and curiosity for each countries’ expectations/desires for a vacation advertisement, instead of labeling one as “bad” and the other as “good.” In sum, the SA

participants displayed an awareness of perceived vacation habits in US-Americans and Germans but did not comment on which one was “better” – rather, they simply acknowledged that there may be different guiding forces controlled by cultural factors. Again, this indicates a more sophisticated and advanced or near-advanced level of ICC.

As a final note, in the advertisements, the SA participants exhibited firsthand knowledge not only of the Würzburg area, but also of Würzburg in relation to other German cities. Participants 6, 7, 14, and 13 mention other German cities in their advertisements in order to highlight the benefit of Würzburg. For example, participant 6 starts their ad off by writing: “Tired of all the commotion found in the cities like Munich or Berlin? Want to experience the quintessential German countryside town? Then come to Würzburg, a small town with picturesque views, a beautiful cathedral, and an old German castle perched above the town.” This suggests gains in cultural knowledge that goes beyond the city they were studying in, but the country in general.

4.12 FOURTH INTERVENTION: AH GROUP

Results

The AH participants completed the fourth intervention three weeks after the third intervention, again, in order to coincide with the final chapter theme. The fourth intervention yielded the lowest participation: seven AH participants submitted an advertisement (N=7), and 12 submitted advertisement reflections (N=12).

In regard to the reflection question on the worksheet, like the SA participants, the majority of the AH respondents or 11 said “no,” with only one marking yes and another

arguing that it depends on who is booking the trip. Most of the respondents based their answer for this reflection question on the information provided in each advertisement, as well as the formatting used by each travel company. Only one respondent, participant 22, pointed to a possible difference in culture, stating, “These vacations are sold very differently. The first one is written like a travel log from an actual family’s perspective, whereas the second one is more like a list/schedule. This possibly indicates that German travel ads are written differently because they have different expectations of travel ads.” In other words, German travelers may look for different things in advertisements than US-American travelers. Despite their insight, they make no further connections between the two cultures. Likewise, the rest of the respondents overlooked the cultural component of leisure activities, focusing solely on the language used in each ad.

Out of the seven advertisements submitted, four were in English only (both audiences), two in German only (both audiences) and one was written in English for the US-American audience and German for the German audience. Participant 20, who wrote an advertisement in English and German, was also the only AH participant to submit different advertisements; the rest of the participants used the same advertisement for both audiences. Further, only one participant justified their reasoning for writing the advertisement the way they did – participant 26, writing, “Language: English (because the target audience of this advertisement are people from here, so the ad in English would be clearer).” No other justifications were provided by AH participants.

Discussion

The low rate of participation in this intervention suggests that the participants did not recognize the significance of completing such an activity, or rather, how it could positively impact their understanding of the target language (L2) and target culture (C2) and thus ICC. During end of semester and post-semester interviews, when the participants were asked why they did not complete this activity, the three most common answers were that they were absent the day of instruction, forgot about the activity, or did not have time because of final examinations and term papers. The current study tried to control for this factor by encouraging the participants to complete the activity during class time (at the time of the intervention), but submission rates were still lower than SA submissions.

Further, the reflections submitted by the AH participants are similar to the previously submitted AH reflections, i.e., short, with little insight and cultural awareness. This indicates little critical thinking or depth of knowledge, in terms of subject as well as a general lack of motivation. During follow-up interviews, when the participants were asked about their advertisement submissions, and specifically their choice of language for their advertisement, the four who submitted English ads said that this was out of convenience, as they did not have the time to create a German language advertisement. This suggests that those participants had other responsibilities, both academic and personal, that were more important than the current study and their German course in general.

4.13 FOURTH INTERVENTION: A COMPARISON

The results from the fourth intervention also suggest a strong departure in terms of ICC gains as well as understandings of the Würzburg area. On the one hand, this is to be

expected because, at this point in the program, the SA participants had spent more than a month in the area, whereas none of the AH participants had visited the region. More than that, the SA participants were also able to convey information and knowledge of surrounding areas through their vacation advertisements: comparing Würzburg to the bigger German cities like Munich, Frankfurt, and Berlin. Further, the advertisements from the SA participants showed more linguistic variation, with participants submitting ads in German, English, and a mix of the two, whereas AH participants only submitted advertisements in either German or English, with no code-switching.

Further, the details supplied in the advertisements to entice future vacationers also differed: the SA participants, again, used region-specific details such as wine festivals and restaurants, whereas the AH participants did not provide as many details. Regardless, the AH participants were still able to show some awareness of the area by suggesting local events one could partake in. The more nuanced culture, however, was missing. For example, Würzburg, although located in the state of Bavaria, actually associates more with the Franconian culture (as opposed to Bavarian). Some SA participants touched on this in their advertisements with participants 2, 5, 6, 8, 9, 11, and 18 mentioning Franconia and/or the Franconian culture in their advertisements, whereas no AH participants made mention of this in theirs. Instead, AH participants 20, 24, and 25 just mentioned Würzburg being in “Bavaria” in their advertisement. Although a small detail, this signifies cultural awareness (or lack thereof) that was perhaps only made clear through firsthand knowledge of the area by studying abroad.

The results regarding the reflections on the German and US-American advertisements analyzed were similar, with the majority of both groups believing that the vacations were being sold differently; however, the approach that each group took to these advertisements and subsequent activities differed. For example, the SA participants focused on cultural differences and ways to appeal to each audience, whereas the majority of the AH participants did not submit travel advertisements, indicating their lack of interest not only in the activity, but in the benefit of such an activity in general.

In sum, the data from the two groups indicate that by the fourth intervention, they had grown apart in terms of ICC and pragmatic gains, with the SA participants showing more positive gains than the AH participants. Again, although the AH participants indicated some awareness of cultural differences, their reflections remained superficial, failing to engage with more metacultural issues, with several participants choosing to not submit advertisements in the last intervention. On the other hand, by the last intervention, the SA participants displayed an insider knowledge of cultural practices in the Würzburg area by highlighting events and sights for tourists to visit during their trip. They also indicated a shift in focus, not only from self to other, but also back to their home culture by creating advertisements tailored to US-American audiences. Again, participant 5 dedicated their entire audience to “American millennials,” suggesting a critical awareness of her own culture and the differences that could exist between the C1 and C2.

4.14 GENERAL TRENDS

This section discusses the trends from the data discussed in this chapter, namely the results from the four interventions.³³ Beginning with participation in interventions, overall, more SA participants submitted assignments for the interventions than the AH participants. Table 21 displays respondent participation for each intervention.

Table 21: Respondent participation for each intervention

Activity	AH participant number	SA participant number
First intervention	18	18
Second intervention	18	18
Third intervention, directions	18	16
Third intervention, reflection	15	15
Fourth intervention, advertisement	7	17
Fourth intervention, reflection	12	16

Although the respondent number is comparable, with the AH group showing more participation for the third intervention directions, participation drops significantly with the fourth intervention. For this, less than half of the AH participants submitted advertisements (7), with only 12 submitting reflections on the activity. The SA group also did not have full participation in this intervention, but the numbers were much higher, with only one respondent missing from the advertisement and two from the reflection.

In order to account for the AH participants' minimal participant in the third and fourth intervention, it is helpful to look at outside factors that could have impacted their

³³ As a reminder, all of the interventions used a scaffolding model, meaning that they were supposed to build on each other, with the first preparing the students to excel in the second, the second in the third, etc.

participation, namely the university's academic calendar. Midterms would have been around the time of the third intervention, thus distracting them from full participation and completion. Similarly, for the fourth intervention, the semester was coming to a close, with final projects and exams due at similar times. The study tried to accommodate for this by administering the final intervention before exams began, but this is still a stressful time for students. During the post-program interviews as well as delayed-post semester interviews, the AH participants were asked about their lack of participation and several of them cited forgetfulness, already full schedules, finals, and lack of motivation for completing the study tasks. This indicates that the AH students did not see the bigger implications and benefits of these studies, namely, that they could improve their overall intercultural communicative competency, a skill which touches every aspect of their lives, not just their grades for a lower-division German course.

The results from each intervention also suggest differences in student approaches to the activities. For the first intervention, the rewrite of the grocery store clip, although the changes made for the US-American audience were similar in aspects targeted, the SA participants focused on social issues such as discrimination and justice in their rewrites, whereas the AH participants rewrote their scenes to change the physical aspects of the store, ignoring character development except for making the cashier more agreeable. This suggests a difference of approach to activity completion, thus resulting in more significant ICC awareness and changes. Further, the majority of the SA participants who highlighted the minority characters in their rewrite had experienced discrimination themselves whilst living in the USA, or were privy to such situations through peers. Additionally, the added

component of experiential learning, namely, the SA participants going to a grocery store in Germany and interacting with the personnel, enabled them to experience the real-world applicability of completing such an activity. This missing component for the AH participants proved to be significant when analyzing and coding their scene rewrites, which were superficial and lacked depth. The data from the first intervention suggest this: both groups changed similar qualities, but the SA group focused on the cultural issues, thus showing a deeper ICC and positive gain in this area.

In the second intervention, the results from both groups were similar, with AH and SA participants finding Cosima's behavior problematic in situations 1 and 2. This intervention illuminated the participants' differences in terms of morpho-syntax and pragma-linguistic awareness. Overall, the SA participants made more correct changes to the dialogues than the AH participants, articulating both pragmatic and linguistic behaviors that were problematic, e.g., formal instead of informal registers, verb conjugations, and pronoun changes. Three SA participants also exhibited dialectal assimilation in this intervention through changing Cosima's introduction from "Ich bin Cosima" to "Ich bin *die* Cosima," a dialectal colloquialism common for the region where the SA program was located. The second intervention showed that students may have mastered formal versus informal register, but still were not able to conjugate verbs correctly. By third-semester German, it is reasonable to expect students to know how to appropriately (linguistically and pragmatically) introduce themselves to each other, but the data show that this was not always the case. This suggests that lessons on proper greetings and introductions would be

useful for lower-division language courses, as these are important for any language learner to master.

The results from both groups began departing and showing the most divergence from one another with the third intervention. At the time this intervention was administered, the SA group had been in the C2 for approximately six weeks, giving them time to experience the language and culture in a significant way. Time in country gave them momentum to engage with the activities in meaningful ways. It also suggests that six weeks in country is enough time to start developing ICC and pragmatic awareness. This was evident in their directions provided as well as the reflections for the third intervention assignment. For example, several participants excelled at giving the directions because they had plenty of experience navigating the area; some even suggested administering this activity at the beginning of the program, before they were familiar with the area, or amending the activity so that they had to find their way to a more remote destination outside of the university and city limits. The SA group recognized that this seemingly simple everyday act was a real pragmatic challenge in a new city with a new language.

The AH participants' reception of this activity was not as positive, with the reflections lacking detail and cultural awareness. Like the first intervention, the data suggest that the experiential component of activities, e.g., going grocery shopping and testing out directions, are best done in reality and not virtually. For example, the AH participants completed this activity virtually, following their partners' directions on their laptop or cellphone. In the future, studies should encourage AH groups to create and follow directions to destinations on/around campus in order to make this activity more than just

an in-class activity that needs to be finished before the hour is up – but to reinforce the real-world applicability of such activities.

Further, it was with this intervention that study participant began dropping, indicating that either the activity was too difficult, or, again, that outside forces competing for the attention of participants' attention were more important. The SA participants submitted longer and more detailed directions and reflections, suggesting, again, a deeper analysis. In their directions, they showed variety in language, with the majority submitting German only directions, but six submitting mixed-language directions, and only one participant submitting English only directions. In their reflections, they indicate ICC growth by reflecting on their own experiences abroad when they were new to the city and had to navigate. The activity thus encouraged them to start processing their own experience, and they did.

The fourth and final activity, like the third intervention, illustrated the ICC gains that SA participants had made in comparison to the AH participants. Namely, the SA participants submitted detailed travel advertisements about Würzburg, suggesting native and insider-like knowledge of the area and region. The SA participants also created advertisements that indicated greater cultural knowledge of Germany in general, e.g., with some participants mentioning other German cities in order to emphasize the allure of Würzburg. Further, the SA participants showed ICC gains in their reflections, indicating that they wrote their advertisements differently based on if they were catering to a US-American or German audience. There was comparatively low participation in this intervention from the AH group, with only seven submitting advertisements, and of those

seven only one justified their reasoning for their design. This indicates, like in the third intervention, that the participants did not see the point in completing this activity, opting instead to focus on other courses or responsibilities. This reinforces the idea that sometimes accompanies foreign language courses, namely that they are less important than some other courses. The AH group's participation is perhaps indicative of the general attitude toward foreign language instruction.

4.15 IMPLICATIONS FOR SHORT-TERM STUDY ABROAD PROGRAMS

The results in this chapter suggests that targeted interventions in short-term SA programs increase ICC lead to deeper analysis of the C1 and C2, create more conscientious participants, and encourage metacognitive thinking, social justice, other-oriented thinkers. Additionally, the data indicate that these interventions favor pragma-linguistically aware students who focus on the entire situation instead of concentrating on just a few elements that may be disorienting. Further, the data show that the SA results became more significant in comparison to the AH results at the third intervention, or approximately six weeks after program start, thus reinforcing the success of short-term SA programs. This finding is significant considering more undergraduate students in the USA are opting for short-term summer SA programs over year-long or semester programs.

Further, the positive gains exhibited by the SA participants and the minimal gains in the AH participants suggest that even short-term programs are valuable for foreign language learners, namely, by suggesting that learning about cultural differences is best done in the target culture. The environment of instruction enables the students to discuss

and experience the presented cultural differences directly, which gives them the chance to test any cultural stereotypes by practical application and personal experience, instead of relying on the word of their classmates and/or instructor at the home university.

Yet the engagement of the SA students also suggests that *guided* interactions encouraging reflections on site were just as critical. Moreover, the interventions were successful in promoting pragma-linguistic awareness and ICC in both groups, with more positive gains exhibited in the SA participants. The data thus suggest that targeted, in-class activities should still be a part of foreign language curricula in order to cultivate a deeper understanding of the C1 and C2, as well as the L2.

Chapter 5: Conclusion and Future Research

This chapter is divided into five sections. It begins by reviewing the study, then summarizes the previous chapters and findings from the data presented. Next, it discusses the results from the interventions and draws conclusions based on that information. It closes by suggesting ideas for future research within the field of second language acquisition (SLA), study abroad, curriculum development, and beyond.

REVIEW OF THE STUDY

This dissertation investigated the pragma-linguistic gains in undergraduate students studying German in two different contexts (abroad versus at the home university) through a series of targeted in-class interventions. These gains were explained by supplemental data which measured growth in other areas, in order to illustrate the intercultural communicative competencies (ICC) of each participant. For example, interviews, questionnaires, and linguistic tasks focusing on the pronunciation and morpho-syntax of each participant were administered in order to provide additional data to explain the presence or lack of gains.

The population for the current study comes from two groups of undergraduate students enrolled in third-semester lower-division German at the University of Texas at Austin (UT). The experimental group was 18 undergraduate students who completed a 10-week short-term study abroad program under the auspices of UT's study abroad program in Würzburg, Germany, during summer 2018, and is referred to in the current study as the "study abroad" or SA group. The principal researcher (Krauter) traveled to Germany and collected all data from these participants on-site for the duration of their course, and met with each participant 10-weeks post reentry to the

USA on UT's home campus in Austin.¹ The researcher collected data in the form of field notes, in and out of class observations, as well as the data mentioned above. The experiments were administered at different intervals in the program in order to track each participant's progression, e.g., pre-test, post-test, and delayed post-test.

The results from the SA group were compared to the "at home" or AH group. The AH group also consisted of 18 participants enrolled in third-semester lower-division German. The AH participants completed the course investigated in this current study during the fall 2018 semester on UT's home campus in Austin, which lasted approximately 16 weeks. The principal researcher was also on site for this portion of the study and collected the same data from the AH participants.

Both groups were equivalent in terms of course materials, interventions performed, and data collected. They differed in terms of length of course, country of instruction, and instructor provided; the SA instructor (Thorsten) was a native speaker of German and the AH instructor (Sarah) was a nonnative speaker. Additionally, at the time of data collection, it was Thorsten's first time instructing the course and using the materials provided, whereas Sarah had previously taught the course several times.

In order to control for these differences, the study administered the interventions at the same thematic intervals and administered all in-class interventions so that the participants experienced the same instruction techniques during data collection. The four in-class interventions

¹ At the delayed-post test data collection, participant 11 was interviewed virtually via Skype because he had graduated, was not living in the Austin area, and therefore could not meet in person. Additionally, participants 6, 7, and 16 left the study upon reentry. All three participants were contacted by the principal researcher via the email address and cellphone number they provided to the study. Upon contact, participant 16 verbally told the principal researcher she wanted to leave the study, citing a lack of time due to job and school responsibilities. Participants 7 and 16 never responded to contact from the principal researcher. Per the Institutional Review Board's (IRB) guidelines for this current study, any participant could stop participation at any moment, and this was reiterated to the participants at each meeting. Although this presents an obstacle in data collection and analysis, low participation and/or discontinuing participation is common in such studies, especially longitudinal ones that track development over time because commitments to other responsibilities – work, school, family – play a large role in participant response, especially upon reentry.

were coupled with the textbook chapter units for the course and administered in tandem with the start of each chapter. All of the interventions targeted basic cultural differences encountered in everyday life following the experiential learning model in order to achieve deep learning. Activity reflection was also integrated into each intervention, which is a part of the experiential model. Targeted interventions were used for the current study following recent SA research which recommends this technique in the promotion of pragma-linguistic and ICC gains. The current study offered a unique opportunity in terms of direct program comparison (AH versus SA), as well as served as a benefit to UT's Germanic Studies Department, as the short-term study abroad program researched had never been analyzed since its genesis. The current study thus contributes not just to SLA research, but also to program and curricula development as it evaluated a faculty-led SA program that utilized instructors from the SA university.

SUMMARY OF CHAPTERS

In the first chapter, the basis and need for the current study were established by presenting problems in previous research, namely, that most research on short-term SA programs is limited to non-German programs and focuses on linguistic gains, overlooking the ICC profiles of participants as well as the whole picture of the student, e.g., collecting data in the form of interviews and surveys to understand the motivations, goals, and experiences of each respondent. The problem of defining culture was also briefly addressed, as this continues to hinder productive research in SLA and SA since it encompasses a variety of topics and beliefs and is thus difficult, if not impossible to measure gains in regard to culture learning.

The research questions and preliminary methodology were also presented in this chapter, namely:

1. What are the pragma-linguistic gains and intercultural communicative competencies of students taking the same language course abroad versus at the home university?
2. What factors, e.g., environmental, contribute to the success of study abroad students? and
3. How can FL programs, abroad and at the home university, produce more positive and parallel intercultural communicative competency gains across learners?

Next, the development of SA programs in US-American institutions was surveyed, along with SA statistics and numbers from the year the data was collected for the current study.

Chapter two surveyed relevant literature from similar studies and prominent culture theorists and scholars. This chapter began by again confronting the problem of defining the term “culture.” Different definitions of culture as well as intercultural communicative competency were provided in order to contextualize the current study. Next, the genesis of culture instruction in the academy as well as the role that the US-government has played in these initiatives were surveyed followed by a review of previous and current approaches to culture learning. These methods were then connected to research on short-term study abroad. Different studies were reviewed in order to further situate the need for the current study since previous SA scholars have not developed studies that focus on the same learner outcomes employing the same methods. This section was also included in order to illustrate how the current study has been informed by previous research and scholars. Tools for assessing culture learning and ICC were also provided in this chapter, followed by implications for the current study based on the literature reviewed, e.g., how previous studies, instruments, and scholars benefitted the development of this dissertation.

SUMMARY OF FINDINGS

This section briefly revisits the results from each of the four interventions, before discussing the implications from these results in the discussion and conclusion section of this

chapter. All interventions were created by the principal researcher, with some adapted versions of activities from previous studies.

In the first intervention, the respondents viewed a short film clip from *Die Kriegerin* (2011, “Combat Girls”), which illustrated grocery shopping in Germany. In the excerpt, there are several customers walking around the store, eventually coming to the cashier who is a young German woman. The first customers to check out are two young, adolescent boys speaking a foreign language that is not German. The boys appear to be of Near or Middle Eastern descent, although neither their heritage nor language are clarified in the clip. The boys try to pay for their groceries with a piece of paper, presumably some sort of government issued exemption, and are ignored by the young female cashier who stares straight ahead. Another cashier, an older woman, intervenes and asks the young female cashier to take a break. The new cashier tells the boys to take their groceries and then turns to warmly greet the next customers in line (an obvious change in mood and demeanor), who are presumably German (based on physical appearance and the language they spoke earlier in the scene). Before viewing this clip, both groups of participants (AH and SA), were asked to reflect on their own routines whilst grocery shopping and to make notes of things that are typical/atypical for a trip to the grocery store. They were also asked to speculate about what grocery shopping is like in Germany. For the SA participants, this activity resulted in a lively discussion as the participants had been in the country for only a few weeks at this point and were still discovering the cultural expectations during a trip to the grocery store.

The film clip was then played twice, and students were asked to take notes on the language, both verbal and nonverbal, as well as the general appearance of the store in order to compare the entire experience and interaction to that of a US-American grocery shopping experience. After discussing their answers in pairs and then as a course, the students were asked to rewrite the scene

for a US-American audience. All participants submitted their answers via email or paper submission to the principal researcher who then coded the data quantitatively and qualitatively. Next, the answers were coded for frequency. 13 initial categories were created based on the changes made to the grocery store in the rewrite:

1. Nicer cashier/cashier would engage in small talk
2. Lighter store
3. Music
4. Bright colors
5. Minority characters
6. Standing cashier
7. Advertisements
8. Self-checkout
9. Bigger
10. More people
11. Tobacco behind the counter
12. Taller shelves
13. Unexpected changes

These were then condensed into four main categories physical elements, business-oriented, social interactional and other:

1. Physical elements of the store:
 - a. Lighter store
 - b. Music
 - c. Bright colors
 - d. Standing cashier
 - e. Taller shelves
 - f. Bigger
 - g. More people
2. Business-oriented elements of the store
 - a. Advertisements
 - b. Self-checkout
 - c. Tobacco behind the counter
3. Social interactional elements
 - a. Nicer cashier/cashier would engage in small talk
 - b. Minority characters
4. Other

There was full participation for this intervention meaning that all 18 respondents from the AH and SA groups submitted scene rewrites. The results from this intervention were coded for

frequency, showing that the majority of the SA participants made changes to the minority characters in their scene rewrite for US-American audiences, whereas no AH participants made this change in their rewrite. The AH participants' responses also differed from the SA group's in that they focused primarily on the physical aesthetic and general experience of what grocery shopping might be like in the Austin area, whereas the SA participants made no mention of local Texas grocery stores in their rewrites, instead concentrating on the character development as well as scene narrative. Additionally, the word counts for each scene rewrite were tabulated and compared, and the SA participants submitted longer, more detailed rewrites than the AH participants, with an average rewrite of 78 words longer. For the experiential component of this exercise, the SA participants were asked to go grocery shopping after the lesson, interact with the grocery store personnel to some degree, e.g., asking for a specific product, and share their experiences at the next class meeting. The AH participants were also asked to go grocery shopping after the exercise, but since they were in Texas and not Germany, the assignment was not to interact with personnel but to be cognizant of their routine and to submit a journal entry reflecting on their experience.

In the second intervention, the participants analyzed and corrected two dialogues which tested their knowledge of appropriate greetings in the target language (L2) and culture (C2). They were also asked to reflect on the dialogues they read, justifying any changes made. Like the first intervention, all participants submitted either electronic or paper copies of their answers to the principal researcher.² The students corrected situation 1 and 2 from the worksheet, changing Cosima's (a character from the dialogue) verbal and nonverbal behavior. To code the data, all changes were tracked and categorized based on pragma-linguistic and morpho-syntactic changes,

² This worksheet was adapted from Ishihara and Cohen (2014).

noting the frequency of changes and analyzing the changes based on the reflections provided. For example, if a participant changed the register from formal to informal, their worksheet was also checked for any mention of justification of this change, e.g., were they changing it based on linguistic intuition, or did they explain their reasoning for changing registers based on cultural practices/grammar rules. There were 18 submissions from each group for this intervention (full participation) from the AH and SA groups. The data from the second intervention show that the SA participants consistently made more morpho-syntactic changes than the AH participants. Additionally, three SA participants also changed Cosima's language to reflect colloquialisms particular to the region of Germany they were studying abroad in.

For the third intervention, the participants wrote and followed directions to a predetermined location in Würzburg, Germany. The task was to instruct a friend unfamiliar with the area to a store in the city that sold Adidas sneakers. The participants also chose which parts of their directions were in German, and which were in English. By giving them the autonomy to choose the language of directions, the study was able to observe their mastery of the target language (L2). This activity also tested the participants' pragmatic abilities and ICC as it involved a service interaction, shoe shopping. As an added experiential component, the SA participants exchanged directions with a partner and followed them, later submitting a reflection on their experience. The AH participants also followed their partner's directions, but since they were at the home university, this portion of the activity was completed virtually – they followed a map either on their personal cellphone or laptop and reflected on how successful this was.

All of the participants for this intervention submitted their instructions and reflections on the activity to the principal researcher either in paper or electronic form. In this intervention there were 16 direction submissions and 15 reflections from the SA participants. Eighteen AH

participants submitted directions and 15 reflections. The data was coded for length, language choice (German versus English), as well as overall narrative form (list directions versus detail oriented/paragraph format). Like the first intervention, the SA participants submitted longer directions and reflections than the AH participants, with an average SA direction length of 35 words longer than the AH directions. In addition, SA reflections were an average of 144 words longer than AH reflections.

In the fourth and final intervention, the participants read and discussed two travel advertisements: one in German from a German company and one in English from a US-American company. This activity tested the participants' knowledge of the L2 as well as their understanding of leisure time and vacation in each culture. For the experiential and reflection component of this activity, the students were asked to create their own vacation ads for Würzburg, Germany and then justify their submission. As in the third intervention, they were given the choice to submit either an English or German language advertisement. 17 SA participants submitted an advertisement for this intervention, and 16 a reflection, whereas seven AH participants submitted an advertisement and 12 a reflection.

To code the data for this assignment, the language of advertisement was marked (German, English or a mix of both), as well as details included in advertisement, e.g., generic versus region/country specific language, and whether or not the participants created one advertisement for both countries or an individual one for Germans and US-Americans. The reflections were also coded for reasons justifying their advertisement choice, e.g., did they base their decisions on their perceived notions of how to appeal to German and US-American vacationers or was it arbitrary? The results from this intervention show that the SA participants created 10 advertisements to use for both audiences (the same ad), six created a different advertisement for a US-American and

German audience, and one participant created only one advertisement for a US-American audience, submitting no ad for a German audience. Out of the 10 advertisements used for both audiences, eight were written in English and two code-switched between German and English. For the six ads made for particular audiences, five were written in English or German based on the audience (English for US-American, German for German) and one was written in English for both audiences, but the ads were different. The advertisement that was written just for a US-American audience was written in English.

Six of the AH group submitted the same advertisement for both audiences and one submitted different advertisements based on the audience. Out of the six advertisements that were the same, two were in German and four were in English. The one ad that was different for each audience was in English for the US-American audience and German for the German audience.

DISCUSSION AND CONCLUSION

The following conclusions can be drawn from the data presented. First, the results suggest that the environment of instruction (abroad versus home university) influences not only student participation in classroom activities, (more SA respondents participated in the interventions than the AH participants), but also pragma-linguistic awareness, morpho-syntactic gains, and ICC. Although some of the SA participants took additional courses abroad, their time was mostly free to explore the area and to participate in the study as well as various activities hosted by the university and SA program. Only one SA participant had a job during the 10-week program. This factor could have impacted the results, meaning that, since the SA group presumably had more time, they submitted longer, more thoughtful assignments. Conversely, the argument could be made that since they were abroad in a foreign country, experiencing new cuisine, culture, and landscapes for the first time, they would devote less time to their studies. This aside, the data from

experiential components of the interventions suggest that the real-world applicability of each assignment, coupled with dedicated reflection periods, encouraged study participation as well as metacognitive thinking. In other words, the study abroad environment compelled the SA students to confront their native culture, which led to a deeper understanding of the target culture as well as their own.

Not all of the AH participants submitted assignments for every intervention, with attendance levels dropping drastically beginning with the third intervention. This suggests that other responsibilities (academic and personal), took precedent over their study participation. The answers the AH provided for the assignments also showed a lack of pragma-linguistic awareness, ICC and morpho-syntactic mastery when compared to the SA's answers. Although this could be attributed to individual differences and/or course instructor, the data suggest that the environment of instruction and experiential component played a significant role in the lack of gains exhibited.

Since the AH participants were in Texas for the duration of the course and data collection, all discussions and experiences concerning Germany, the city of Würzburg and German culture were hypothetical, anecdotal, and virtual. Additionally, the activities completed during the interventions were also virtual, completed on their personal laptop or cellphone. Since the AH participants were not able to experience the real-world applicability as well as need for the development of the skills targeted in each lesson, they apparently felt little incentive to complete the assignments on more than a surface level, if at all. On the other hand, since the SA participants were able to experience the interventions outside of the classroom, they were able to see the impact of the lessons learned directly, thus leading to deeper reflections and more critical approaches to every aspect of their time abroad varying from culture comparisons to linguistic gains.

In sum, this dissertation has shown that virtual experiences of the target language and culture do not equate to firsthand experience: individuals need to utilize all of their senses in order for gains to be encouraged. In other words, since the SA participants were able to use a variety of skills instead of just cognitive, they were able to acquire more significant gains when compared to their AH counterparts. The data show that individuals need to be in the target country in order to experience and reflect on the cultural differences, thus cultivating ICC and pragma-linguistic awareness. Additionally, the current study has supported previous studies such as Vande Berg, Paige, and Lou (2012), by reiterating the success of culturally targeted interventions administered by an instructor or “cultural guide.” Specifically, the data suggest that students need more than just this cultural guide, they need to see the importance of these skills through direct experience and immediate reflection – they need to move from comprehension of what the guide might say to producing their own cultural meanings, even on the everyday life activities used here.

The data also show that such activities are not as successful when performed at the home university, probably because they remain theoretical. Although the AH participants articulated similar answers to the SA participants in some interventions, overall, their motivation as well as their submissions indicate a superficial understanding of the target culture (C2), which could prove to be detrimental and puts them at risk for perpetuating misguided impressions.

Perhaps most importantly, the data from the current study suggest that short-term study abroad programs are effective, with a difference in gains (when compared to the AH participants) first noticed approximately three weeks in country. This adds to the growing research on these shorter programs, further advocating for their development and implementation at institutions of higher education.

I now return to the original research questions given above, namely:

1. What are the pragma-linguistic gains and intercultural communicative competencies of students taking the same language course abroad versus at the home university?
2. What factors, e.g., environmental, contribute to the success of study abroad students? and
3. How can FL programs, abroad and at the home university, produce more positive and parallel intercultural communicative competency gains across learners?

To the first question, the data show that linguistically, the groups were similar in their corrections of the second intervention in regard to Cosima's language in situation 2, with more SA than AH participants recognizing morpho-syntactic mistakes. For example, half of the SA participants correctly changed the phrase "studieren Sie" to "studiert ihr," whereas only three AH participants did this, thus suggesting mastery not only of subject verb agreement but also of pragmatics (switching from formal to informal register). The majority of both groups, however, showed little mastery when correcting the phrase "Nett, Ihnen kennen zu lernen" (*Nice to meet you*), with the majority of both groups leaving it in its original form, even though it violates morpho-syntactic and pragma-linguistic rules (register and case).

For the second research question, the data reinforce previous studies in SA; namely, that living in the target culture is not enough to guarantee linguistic gains and ICC. More important, the students need targeted interventions administered by someone knowledgeable about the target language and culture. Additionally, the incorporation of experiential learning and reflections introduced a depth to the SA's negotiation of the L2 and C2. The results indicate that the most significant factor when living abroad was participating in everyday activities, being cognizant of the apparent differences between the C1 and C2, and then reflecting on these through journal entries and in-class discussions. In other words, by making the "mundane" novel, the SA students were able to grasp the nuanced cultural differences and similarities, growing in their ICC.

For the third and final research question, the data suggest that the gains across learners in the current study were not parallel. Even though both groups were comparable demographically,

they changed through the systematic integration of in-class interventions and reflections. More research needs to be done in this area in order to make conclusive decisions regarding curricula design. However, some suggestions can be made based on the current study. First, the data suggest that virtual experiences, especially in regard to culture learning, are no substitute for the firsthand experience students obtain through SA programs. Second, the results show that AH participation suffered during the third and fourth interventions, which are also busy times in the semester for undergraduate students since they occurred around midterm and final examinations. During the interviews with the AH participants, when they were asked why they did not complete these interventions, they blamed other courses, responsibilities, and forgetfulness. Although the current study was not part of the regular curriculum and participation was voluntary, with extra credit offered for compensation, low participation reiterates a lack of interest in foreign languages and activities that promise to promote ICC – students know that only what gets graded “counts” in a class. Again, the SA participants refute this claim, as participation was generally consistent during data collection. However, they were also in the target culture – where the results from their actions were immediate and not hypothetical. In other words, future research should integrate the interventions into all foreign language curricula (at home and abroad) and tailor the tasks in a way that the students understand and perceive their immediate benefit. Put differently, the stakes need to be higher than just a passing grade.

This study is important because it does not focus solely on the students who went abroad, but also reports on an equally significant (if not more) population: those who stay at the home university. The data show that tasks need to be driven by practicality, and that the students need to see more benefit than just a letter grade or extra credit when completing them, otherwise the motivation will not be there. If the students experience the consequences for not completing the

task, or not completing it well, that will be more incentive and will perhaps inspire a chain reaction of deeper interest in the subject and knowledge of its value (in and out of the classroom). Take the third intervention as an example: direction writing and following. For the SA participants, this proved to be a beneficial and successful task, both in terms of activity completion and reflection, with several participants citing their own experiences when they were new to the city in their reflection, suggesting that this activity led to deeper levels of empathy and compassion for people who are not familiar with the area and are tasked with navigating it for the first time.

For the AH participants, this was one of the less successful interventions in terms of activity completion and reflection: the students did not see the immediate benefit of having these skills or knowledge, with some citing frustration that their phones were not working, which prevented them from completing the task digitally. These results indicate two main points: first, the students needed the experiential component of leaving the classroom to complete the task, thus emphasizing the relevance of the activity, and second, the students needed to experience what could go wrong if the directions were not accurate, further situating the importance of creating easy to follow instructions.

Activities like these can cause a domino effect in that if students realize the connection of what they are learning in the classroom to the real world, this will further incentivize them to master those skills. This has implications that go beyond the immediate task at hand, such as encouraging these students to travel internationally (strengthening global relations, improving cultural awareness) or more immediately, inspiring them to continue their foreign language studies – a necessary and important result for the humanities and foreign language departments at universities in the US and beyond.

In short, the SA participants displayed a more critical approach to the activities (thus signifying growth) by engaging meaningfully with these interventions and reflecting on their personal development over the course of the summer study-abroad program, whereas the AH participants viewed their semester experience as a normal semester, with no opportunities for transformation. To conclude, short-term study abroad programs, like the one investigated, produce positive pragma-linguistic gains and ICC in undergraduate learners of German, especially when they are guided to reflect on targeted activities.

FUTURE RESEARCH

The results from the current study indicate that future research should continue to investigate the efficacy of short-term study abroad programs through targeted interventions in order to encourage their promotion. The interventions from the current study were designed with different pedagogical goals and milestones in mind. They were also designed to build on each other, i.e., to follow a scaffolding model. In other words, after mastering the first intervention, the participants would have the skill set to complete the second, after the second the third, etc. Further, the interventions also varied in skills tested and level of difficulty by surveying a variety of competencies, as recommended by the New London Group's (1996) call for multiliteracies in foreign language pedagogy. Similar tasks should be designed and implemented in foreign language classrooms, or in any environment where pragmatics and intercultural communicative competency (ICC) are encouraged, as the data prove their efficacy and usefulness, especially for those studying abroad.

Future studies should use other SA participants as their control group instead of AH students. For example, a hypothetical study design would split a group of students studying abroad into two data sets: one being the experimental (which would complete the in-class interventions

and reflections), and the other would be the control (which would not complete the interventions/reflection). This will yield more accurate results, although studies like the proposed study and the current study have an anthropological or ethnographic aspect, i.e., it involves people and their feelings in the experiments. Such studies always run the risk of producing contradictory and inconclusive results since every participant brings different life experiences based on their own culture, upbringing, and family of origin. Therefore, the more potentially confounding factors that can be limited, the better.

AH programs should continue to be investigated in terms of culture learning, especially since most undergraduate students will not study abroad during their bachelor's degree. For that reason, it would be beneficial for future curricula developers to look for new ways to bring the target culture to the home university through events, exhibitions, and community involvement. In another variant, one might try to create a more engaged representation of the target culture by situating pragmatic interventions in a target-language culture simulation, as Hammer and Swaffar (2012) did using *Lindenstraße* as an ongoing point of comparison. One could, for example, take a character from a reading or film and ask what advertisement *they* would like to read/respond to, or what kind of instructions would they need to get to their favorite shoe store – all of which would require the kind of reflection that could be elided when they responded out of their own non-experience.

Additionally, it would be fruitful to investigate AH participants who have previously studied abroad. In the current study, there were two AH participants who had already studied abroad (participants 20 and 23), and several other participants who had spent time in German-speaking countries for recreation (participants 19, 25, 27, and 29). Participant 20 studied abroad in Berlin, Germany, the summer before data collection, but participated in an English only program

and shared during an interview that she experienced little of the culture and language, as she lived with English-speaking friends during her program. Similarly, participant 23 studied abroad the previous semester in Mexico because they were not aware of the Würzburg program. These participants could have potentially provided more nuanced answers in their reflections and activities, based on their previous experience abroad, although this was not the case in the current study. The sample here suggests that even some study abroad environments may be cultural shelter environments that do not foster the kind of reflection targeted in the interventions from these data.

Another factor for future research would be to investigate students' abroad experience when they are already studying abroad. For example, participant 8 was originally from Indonesia, meaning that she was already an international/study abroad student at UT, making her time in Würzburg an "SA within an SA" – this participant thus navigated three different cultures (C1, C2 and C3).

Consistency in testing ICC is also a priority, as there are several testing models available today. Additionally, the identity of the instructor of record would also be an interesting research question to investigate: how much do the methods of the instructor impact student gains? In the current study, there were two different instructors, but their roles were not investigated since the principal instructor administered, evaluated, and coded all interventions. Yet even with this control, the instructor of record, their activities and methods in the classroom, as well as their native language could be factors confounding the research and future researchers should pay attention to these factors.

Gender and gender reporting and their impact on SA could also be investigated. SA participant 18 self-reported as "trans" in the pre- and post-surveys, but during the delayed post-survey, self-reported as "male." Study abroad and its effect on gender identity or other identity

politics issues was not a research question and is not within the scope of the current study. This aspect of SA programs should be investigated, especially considering the “transformational” rhetoric that surrounds SA literature, as well as the fact that there currently exists no literature on non-binary students deciding to study abroad; the only gender reporting statistics provided by *Open Doors* are male and female.

Finally, the data from this study suggest that study abroad is helpful for those learners who are encouraged to reflect on their experiences abroad, as well as encouraged to interact with native speakers in the target culture in everyday activities. Those learners who are not encouraged to do so, however, run the risk of experiencing the target culture only superficially, thus perpetuating false stereotypes, as well as remaining in their “US-American bubble.” Additionally, the participants who reported significant “transformation” or a “meaningful” time abroad noted that the accountability they felt from participating in the study inspired them to make goals for their time in Würzburg, which made a difference. In other words, knowing that someone would check in on them and ask them about their time and experiences (good and bad) was powerful because it reminded them that their summer was not a vacation, but a time to learn, explore, and grow.

Put differently, the study abroad (SA) participants were able to see the significance of their time and environment. Additionally, by having a “cultural guide” (the principal researcher), the SA participants recognized the target culture as more than just a backdrop to their summer abroad, but as an interactive opportunity for cultural and linguistic engagement. The SA participants were also able to put all of the pragmatic and grammar lessons from the interventions into direct practice as soon as they left the classroom (this was especially apparent with the third intervention: giving and following directions). The AH participants, on the other hand, although they learned the same information, were only able to engage with it theoretically: when they left the classroom, they

reentered their native language and culture – giving them little incentive (other than passing the class) to engage with the interventions and the course in meaningful ways that could have led to a transformational experience.

In sum, the current study systematically tested undergraduate students' pragma-linguistic and intercultural communicative competency (ICC) by means of four targeted interventions administered in a third-semester, lower-division German language and culture course. The data from this procedure suggest that this method of culture instruction promoted positive gains. These gains were present in the experimental or study abroad group (SA), (which completed all of the interventions during a 10-week short-term summer study abroad program in Würzburg, Germany), as well as in the control or "at home" (AH) group (which completed the course at the University of Texas at Austin over a 16-week long academic semester). The SA participants outperformed their AH peers, exhibiting more meaningful gains in the areas of pragma-linguistics, morpho-syntax and ICC, indicating that such experiments are more productive in abroad environments; however, future studies could produce more parallel gains if the activities are amended by removing the digital components and replacing them with opportunities for experiential learning.

Additional Tables

Table 22: SA participants' hometowns

Participant number	Hometown
1	Los Gatos, CA
2	Copperas Cove, TX
3	Mission, TX
4	Jamestown, NY; Easton, PA; Houston, TX
5	Omaha, NE; Garland, TX
6	Houston, TX
7	Cypress, TX
8	Jakarta, Indonesia
9	Lufkin, TX,
10	Tyler, TX
11	El Paso, TX
12	Georgetown, TX
13	Highland Falls, NY
14	Houston, TX
15	Houston, TX
16	Aurora, TX
17	Houston, TX
18	Austin, TX

Table 23: SA participants' majors

Participant number	Majors and minors
1	Economics
2	Government and Anthropology
3	Psychology, minor in Educational psychology
4	Radio-Television-Film
5	Radio-Television-Film and Journalism
6	Chemistry and Business
7	International Relations and Russian Eastern European Studies
8	Journalism and Business
9	Government and English
10	English and Creative Writing
11	Anthropology and Comparative Literature
12	Biology and German, Scandinavian, and Dutch Studies
13	Economics and Business
14	Italian and European Studies
15	Advertising and Business
16	Human Dimensions of Organization
17	Health and Society and German
18	Advertising

Table 24: SA participants' self-reported language(s) they spoke growing up

Participant number	Reported languages spoken growing up
1	English
2	English
3	English, Spanish
4	English
5	English
6	English, French
7	English
8	Indonesian, English, Chinese
9	English
10	English
11	English
12	English
13	English, Spanish
14	English, Vietnamese
15	English
16	English
17	English, Spanish
18	English

Table 25: SA participants' self-reported ethnicity¹

Participant Number	Self-reported Ethnicity
1	White
2	White, non-Hispanic
3	White
4	Caucasian
5	White
6	White
7	White
8	Asian
9	White
10	White
11	White, Hispanic
12	White
13	White
14	Asian-American
15	White
16	Caucasian
17	Latina
18	White

¹ No answers were provided in the survey to this question, which is why some respondents answered “white” and others “Caucasian.”

Table 26: SA participants' reported family ancestry/heritage

Participant Number	Family ancestry/heritage
1	American, Ukrainian
2	Irish, Korean
3	German, Irish, Polish, Welsh,
4	Canadian, English, Irish, Polish, Scottish, Ukrainian
5	German
6	German, Polish
7	(chose not to answer)
8	Chinese Indonesian
9	Mexican, Southern US-American
10	Danish, English, German
11	Hispanic, White
12	German, Greek, Italian, Swiss
13	Italian, Polish
14	Asian American
15	German, Italian
16	Czechoslovakian, German, Irish,
17	Mexican
18	Irish, Scottish

Table 27: SA participants' religious affiliations

Participant Number	Religious affiliation
1	Jewish
2	Atheist
3	Agnostic
4	Roman Catholic
5	Christian (non-denominational)
6	Christian (protestant)
7	Roman Catholic
8	Christian
9	Roman Catholic
10	Christian (Methodist)
11	Atheist
12	None
13	Christian (Christian Scientist)
14	Agnostic
15	Roman Catholic
16	None
17	None
18	Agnostic

Table 28: SA participants' answers to the statement "I identify as a US American" from the introductory survey²

Participant Number	I identify as a US-American
1	Definitely:
2	Yes: I'm an American citizen, but I recognize my duty to be critical of American values and policies as an important part of my citizenship
3	Definitely: n/a
4	Definitely: I also have Canadian citizenship by default because my parents are Canadian citizens, but I was born and raised in America.
5	Definitely
6	Yes: I was born there and it's what I'm familiar with but it's hard to say if that's where I'll always see myself fitting in
7	Definitely:
8	Not at all:
9	Definitely:
10	Definitely:
11	Yes: Not because I am very proud to be an American, but because that is the reality of the situation.
12	Somewhat:
13	Definitely:
14	Definitely: I was born in Houston, Texas, and I grew up there too. I went to schools with other Americans.
15	Definitely: I am an American. If I was not an American, then I would be pretending to be someone who I'm not. Obviously, that does not mean America speaks for me as an individual. However, I am proud to be associated with America.
16	Definitely: I was born an American citizen, have lived in America my whole life
17	Yes: I was born in the United States of America therefore I am an American.
18	Yes: I am born and raised in the USA. I've lived here for all 21 years of my life.

Table 29: AH participants' hometowns

Participant number	Hometown
19	Harker Heights, TX
20	Plano, TX
21	Frisco, TX
22	Austin, TX
23	Austin, TX
24	Sealy, TX
25	Kingwood, TX
26	Foshan, China
27	Bastrop, TX
28	San Angelo, TX
29	Dunwoody, GA
30	Sealy, TX
31	Caddo Mills, TX
32	El Paso, TX
33	Eagle Pass, TX
34	Vanderpool, TX
35	Denton, TX
36	Castroville, TX

² For this answer, participants could click a button, marking their answer as either "Definitely," "Yes," "Somewhat," or "Not at all," and then provide any follow-up information in a textbox. Not all participants provided additional information, hence the variety in explanations from none to several sentences.

Table 30: AH participants' reported languages spoken growing up

Participant number	Reported languages spoken growing up
19	English
20	Mandarin Chinese, English
21	English
22	English
23	English, German
24	English
25	English
26	Cantonese, Chinese
27	English
28	English
29	English
30	English
31	English
32	English, Spanish
33	English, Spanish (aural comprehension)
34	English
35	English
36	American Sign Language, German, Spanish

Table 31: AH participants' answers to the statement "I identify as a US American" from the introductory survey³

Participant Number	I identify as a US-American
19	Yes:
20	Somewhat:
21	Definitely: I was born here
22	Yes:
23	Somewhat: Geographically, yes. Culturally, not as much. I don't identify with America's consumerist culture.
24	Definitely: n/a
25	Definitely: Also a Swiss citizen
26	Somewhat:
27	Definitely:
28	Definitely:
29	Definitely:
30	Definitely:
31	Yes:
32	Definitely:
33	Definitely: n/a
34	Yes:
35	Definitely:
36	Yes:

³ Like the SA participants, the AH group also had the chance to select their answer to this question and provide any additional information.

Table 32: AH participants' religious affiliations

Participant Number	Religious affiliation
19	Christian
20	Christian
21	Christian (non-denominational)
22	None
23	Christian (United Methodist)
24	Christian (Lutheran)
25	Christian
26	N/A
27	Christian (non-denominational)
28	Christian
29	Christian (Methodist)
30	Roman Catholic
31	None
32	Agnostic
33	Roman Catholic
34	Roman Catholic
35	Roman Catholic
36	Roman Catholic

Table 33: AH participants' self-reported ethnicities⁴

Participant Number	Self-reported Ethnicity
19	White
20	Asian, Asian-American
21	White
22	White
23	Caucasian
24	Caucasian
25	White
26	Asian
27	Caucasian, White
28	German, Hispanic
29	White
30	White
31	White
32	Hispanic
33	Latino, Hispanic
34	Caucasian, White
35	White
36	Caucasian

⁴ Again, like the SA participants, the AH group wrote in their answer to what they deemed to be their ethnicity, hence the repetition in answers like "Caucasian, White."

Table 34: AH participants' majors

Participant number	Reported majors
19	English/Education
20	Public Health
21	Advertising
22	Rhetoric and Writing/English
23	Sustainability/Business
24	Audiology
25	Corporate Communications
26	Art history/Art management
27	Kinesiology, Applied Movement Science Communication Studies, Corporate Communication
28	Communication Sciences and Disorders
29	Radio-Television-Film
30	Speech Language Pathology
31	Anthropology/German
32	Psychology/Educational Psychology
33	History/Sociology (minor)
34	Anthropology/Geography (minor)
35	History
36	Radio-Television-Film with a Creative Writing Certificate

Table 35: AH participants' reported family ancestry/heritage

Participant Number	Family ancestry/heritage
19	German
20	Chinese, Taiwanese
21	French, English, German, Northwest African
22	European
23	European
24	German, Irish, Scottish
25	German, Irish, Swiss
26	Asian
27	German, Irish
28	German, Irish, Mexican
29	British, Cherokee Native American, Scottish
30	Czechoslovakian
31	German, Native American
32	Mexican
33	Mexican
34	Czechoslovakian, German, Irish, Italian
35	English
36	French, German, Irish

Table 36: SA participants' responses to the first intervention

Participant number	Rewrite
1	If this clip took place in America, there would be more product placement and the packaging would be in bright colors. The boys would most likely have a hand basket instead of carrying three liters of soda in their arms. The young cashier would either be nicer or at least be more subtle in her racism, and the manager would be more likely call her out on it and chastise her for being rude. The lighting would be brighter and the shelves would be taller. There would be more people in the store and more checkout aisles. Music would be playing.
2	To rewrite the scene, I would make the lighting in the store brighter and make the colors in packaging of products more distinctive and brighter. Shoppers would purchase more items. The two male shoppers would not be Turkish, but Hispanic. Rather than just ignore the customer, the cashier would ask another employee to cover their break and got to a break area. There would be some type of music playing in the background that would be non-offensive, but somehow still slightly annoying. There would be several "sale" sections or special offers for the shoppers to gawk at as they walk to the cash registers. Once at the registrar, there would be a large, prominent display of candy and gum. The cashier would be standing and attentive to the customers.
3	I would change the lighting of the store to a more welcoming, lit environment. Music could be added to the background. I would have the cashier at least talk to the customers saying she is on a break instead of completely ignoring them and have the employees standing instead of sitting. I would have had her go to her break in some type of break room while interacting with other employees instead of going outside to smoke a cigarette. I would put gum/candy products at the checkout aisle. I would throw in a scene where people get a free sample of some sort of food or buying Ramen noodles in bulk. I would change the clothing of the employees to be more in uniform perhaps in a brighter color and have employees walking around the store asking if people needed assistance.
4	Store needs to be brighter, busier. Race being discriminated against still works fine as middle easterners still face discrimination in the US. Perhaps change the Turkish men to Muslim women. Change the food stamps paper to a SNAP card. Needs to be music playing in the store. Cashier needs to be standing.
5	Set design: We would make the lighting way brighter and products more colorful. The grocery store would be crowded and welcoming. Taller shelves Sound design: Louder, music in background. Hear the self-checkout machines and carts being pushed down the aisle. Actors: moving faster, pushing shopping carts, more urgency. They would be speaking English and probably speaking louder. The cashier would not be lounging; she would be milling around asking people if they need help. They would probably wait in line for a longer time at the check stand. Concept: It would be Mexicans vs White instead of Turkish vs German. Manager would be called if the cashier was racist.
6	The grocery would need to be way more colorful and have ads everywhere, the store was so dimly lit there. There would've been way more options, the shopping portion would have taken a much longer time. Carts would of course be a big deal; the checkout process would've taken longer since people buy so much. If the racist aspect of the film was to be included the setting would be critical, most places in the US that would absolutely get people fired, but there are definitely places in the US where a Latino or African-American group could be given a weird look or disrespected. The people would also have some small talk at the cashier desk, maybe the racist aspect would be not making small talk to the minorities. The shelves would be taller and of course product placement and the brands would definitely be a much bigger part of the scene.
7	If this clip took place in America, there would be more product placement and the packaging would be in bright colors. The boys would most likely have a hand basket instead of carrying three liters of soda in their arms. The young cashier would either be nicer or at least be more subtle in her racism, and the manager would be more likely call her out on it and chastise her for being rude. The lighting would be brighter and the shelves would be taller. There would be more people in the store and more checkout aisles. Music would be playing.

Table 36, cont.

8	Cashier is young and new to the job. She's reading a magazine and minding her own business because she's bored. The Mexican American men have food stamps card. The young cashier wasn't very familiar with what to do with the card and wasn't very eager to help the two men. Supervisor shows up to help and young cashier goes on break. Supervisor checks out their things, speaking in very direct English, assuming they don't really know English. She greets the next customers (a white American) and makes small talk with them. Setting: there would be more color in the products. Oklahoma mom-and-pop shop (or some state that is somewhat close to the border). Two American women speaking English shopping in the grocery store. Two young Mexican American men were dressed somewhat stereotypically. They were speaking Spanish.
9	When changing the scene to one that would befor[e] an American audience, I would change the vibe of the grocery store to an empty feeling to a bustling one. There were only a few people in the grocery store, and this is not typical for one in the U.S. American grocery stores are often large and bustling with people, so this is one thing I would change. Also, I would increase the presence of advertising and number of products to make it more realistic for Americans. Lastly, I would change the races of the minorities from Turkish to either black or Latino, since these are the minorities that have been discriminated against in the United States. This would make it easier to understand for American audiences.
10	If this clip took place in America, there would be more product placement and the packaging would be in bright colors. The boys would most likely have a hand basket instead of carrying three liters of soda in their arms. The young cashier would either be nicer or at least be more subtle in her racism, and the manager would be more likely call her out on it and chastise her for being rude. The lighting would be brighter and the shelves would be taller. There would be more people in the store and more checkout aisles. Music would be playing.
11	There are not many people in this store; it is a local mom & pop shop in Oklahoma or something -Two American women are shopping in a neighborhood grocery store -Two young Mexican-American men are also shopping; they are legal US citizens, first generation Americans, but dressed somewhat stereotypically -They speak Spanish to each other -The cashier is young and new to the job; she is conspicuously white -Minding her own business, bored -The Mexican-American youths take out their food stamps card -Cashier looks at the card, doesn't really know what to do with it -She is already not very enthusiastic about helping them; they are confirming her preconceived notions about Mexican-Americans, such as being on food stamps and not speaking English -Her supervisor shows up to help, and she goes on break, her supervisor dismisses her without trouble -Supervisor checks out the youths, she is short with them & speaks to them in "simple English" -Immediately thereafter, she greets the next customer, a white American, cheerfully
12	If this was an American film with similar themes the story would be bright and busy. It would be hard to get a shot of anyone without another shopper walking in front of the camera. The two boys would be black instead of Turkish. The first checkout lady would probably have to be older for her to have any racism against blacks. The checkout lady would be just as rude and perhaps even call the cops on the boys.
13	So the scene would overall be more lit. There would be more people with a lot of bigger and more colorful advertisements at every aisle corner. The little girl and the mother would more than likely be in a better mood and the two boys would be pushing a cart. The younger boy would push the cart and ride on it but the older one would yell at him. Then at the register, when the girl wasn't ringing the boys up, the women behind the boys would say something to the register attendant to hurry up and do her job.

Table 36, cont.

14	Two young black men instead of two young Turkish men. Older cashier with a stacked bob haircut. Older cashier will not make small talk with the black men while making small talk to the white family. More employees would be around, and there would be music playing. Someone asks employee for help. The men will go to a different cashier instead of a change in cashier to avoid confrontation. They would also use food stamps and coupons. They will use a cart. Different clothes: more stereotypical with American society. The men will wear more baggy clothes, beated shoes, and white t-shirts. The white family would have more children.
15	Two females are shopping in a store with a large basket. The basket is a push cart and is filled with various items. They are discussing what they want to buy. One of them reminds the other that they must buy chips for the party. Relieved that they did not forget them, they head over to the chip region. The camera now focuses on two minority men. They have foolishly chosen a cart that is too small for their needs. Therefore, there are items flowing over the sides as they try to get to the cashier. Once they get to the cashier she playfully rolls her eyes and gestures toward the bigger baskets. They laugh with the cashier as one of them says “next time!” She checks them out and they pay with food stamps as they leave. Next up, the girls from before come back into focus and check out also.
16	Scene opens with a happy mother and child, wearing jeans and t-shirt’s walking down a colorful aisle with lots of adds, discussing their grocery lists. No one is blatantly racist and faces no consequences. People use handbaskets and make polite conversation with cashier. The cashier bags the groceries and would be standing rather than sitting. The shelves are slightly taller. Products have bigger branding. Turkish actors are Hispanic or African American instead.
17	English language. A hand-held basket. The ethnicity/race of the two young men from Turkish to African American, Latino, Asian, or Indian. These people would be speaking their own native language. The ethnicity of the employees and of the two other customers would remain the same. Instead of the employee ordering the two boys to quickly bag their bags, she would order them to leave as quickly as possible and turn her attention to the incoming family of two. Standing employee. Someone would stand-up for these people or the Customers being attacked would speak out for themselves (manager will be called).
18	Two Turkish boys browse through the aisles at a typical American grocery store. They have a large shopping cart filled to the brim with liters of coke. The store is brightly lit and attendants are at every aisle, greeting customers and asking questions. The boys wear T-shirts and khaki shorts and nervously navigate the suburban-industrial landscape of the Kroger. Watered-down covers of rock and pop hits play throughout the store as the boys make their way to the cashier’s counter. The interaction is awkward as the boys know only rudimentary English and aren’t used to paying in cash, and the cashier who is Hispanic switches to Spanish, assuming they are Hispanic as well. They explain that they are from Turkey and the cashier lights up, asking them questions about their visit to America and how they are liking it. The Turkish duo leaves the grocery store confused but optimistic about their time here in America.

Table 37: AH participants' responses to the first intervention

Participant number	Rewrite
19	Well, firstly, the store would have to be significantly larger, because, ya know, everything is bigger in the states. Also, you'd have to fill it with more people. Move the tobacco behind the counter. Staff would need to be significantly more personable. Make the cashier stand. Produce bags. Giant carts with a lot of food (or add an express check out sign to the isle they were in). Add in items other than food...ex: clothes, toiletries, electronics.
20	More polite speech, smiling cashier that greets the customer, different products: more diverse to show greater availability, add more people to the scene.
21	A massive crowd of people shopping, long lines, and large purchases. In the scene a person with food stamps is sent to another line and treated so-so. Other people are treated with great respect and kindness.
22	Store would be bigger, brighter, and more colorful. Music playing. Larger carts, people would be buying a lot more. Cashiers would be standing and making an effort to be as nice and polite as possible. Cigarettes would be locked up, and in their place would be candy bars and magazines
23	Small talk & service to everyone. Use an HEB. Needs better lighting – HEB use fluorescent lights.
24	I would make it bigger and look more chaotic. I would give everyone a shopping cart and install 7 more checkout stations, however, only one would be open. The grocery store staff would be friendlier and make small talk, and would not refuse anyone service. The cashier would also not have a buzz cut with long hair on the sides. I also would add in freezer isles and put the tobacco products behind the counter.
25	Grocery store would be bigger, more [re]fridgerated [a]isles, have friendly service, more people, fluore[s]cent lights, be more welcoming.
26	Wearing a Longhorn R-shirt; first grab a cart (which will be bigger) : spend around 30 minutes to walk around, decide which to buy, & chat with friends; then go to the cashier, have a friendly conversation with him/her, (probably a line to wait).
27	More [people], bigger aisles, tobacco behind the counter, more small talk, standing cashier. Produce bags, a lot of food in the cart. Add a sign that says "15 items or less" for that aisle.
28	I would make the store bigger with more options because people in the US would not really consider the German store a grocery store even. There would be a lot more people and more check out lines. I would change the cashiers' interactions and make them more friendly no matter what kind of customers they are interacting with.
29	I would make the store bigger and add more people to the scene. The older cashier would be friendly to compensate for the rude young cashier.
30	Bigger store, brighter lighting. Speak more English. More people shopping. More chaos. Lots of check out lines with long lines for each one. A bit more friendly cashiers making small talk. More junk food on counters.
31	More people, bigger store (higher ceiling), use a BAG for your produce, make the line longer, more checkouts, more volume, more lights.
32	More people but not crowded. Cheerful people, brighter store, sales. Friendly staff. Diversity. Fresh products. Young man assist[s] an elderly woman. Show workers liking their job. Family message.
33	BIGGER, BRIGHTER, colorful, music playing, more items bought, standing cashiers, have 1 st group of shoppers have ragged clothes, 2 nd group have nice clothes so that a similar interaction will happen between where the groups were treated differently.
34	English speaking. Nicer cashiers. Lots more people/shoppers. Taller aisles/shelves. Self checkout. Refrigeration of cold things. Shopping bags.
35	Bigger, brighter, and more colorful store. Buying a lot more food. Nicer, more attentive staff.
36	The store would be bigger with brighter lighting, there would be more products in general, most of them in larger sizes, customers would talk to cashiers more at checkout and checkout lines would be longer with more people.

Table 38: AH participants' other answers to the first intervention

Participant number	Response
	Rewrite (emphasis from researcher)
23	Small talk & service to everyone. Needs better lighting – HEB use[s] fluorescent lights.
26	Wearing a Longhorn [T]-shirt; first grab a cart (which will be bigger) : spend around 30 minutes to walk around, decide which to buy, & chat with friends; then go to the cashier, have a friendly conversation with him/her, (probably a line to wait).

Table 39: SA participants' answer to introductory survey, "What cultural prejudices/stereotypes have you personally experienced while living in the United States?"

Participant number	Response
1	None personally
2	I've faced stereotypes based on my gender as a result of the culture, but little prejudice based on my personal culture.
3	My mother always led me to believe that I had a higher risk when I was out in public growing up because I am blonde-haired and blue-eyed. She made me feel like I always stuck out from other people and that I had to be careful around Mexicans basically. She led me to believe that some were dangerous which made me scared to go out in public for a year or two growing up. I don't agree with my mother whatsoever.
4	The main prejudices in the United States are against Black, Hispanic, and Middle Eastern people. Stereotypes are found about all cultures.
5	That Nebraskans talk slow and eat corn all day.
6	Very few, sometimes people will assume that I am entitled because I am white
7	(no response)
8	I've experienced being stereotyped as a typical Asian, and that Asians are smart and that all Asians are Chinese.
9	I am lucky to say that I have not experienced cultural prejudices or stereotypes.
10	None that stand out to me.
11	I had been stereotyped as "wealthy" and as being something of an "outsider" among more Hispanic/Latino peers. I have been stereotyped as a likely drug/alcohol user and as potentially violent as well, but I believe that has more to do with the way I dress than anything racial or ethnic. I suppose that's subcultural prejudice more than cultural.
12	Not much. I'm white so I don't really get discriminated against although I have seen other minorities being mistreated.
13	None.
14	I experienced stereotypes of Asians and Asian Americans such as being talented in Math, being socially awkward, and being short. In addition, Asian Americans are perceived as submissive, which did cause me to face prejudices growing up too.
15	White people are handed everything. White people's achievements don't count as much as other races.
16	I mean I've experienced sexism in the US.
17	Once, when I was helping my mother cut down a tree for her company, a white van with white males inside stopped besides us and said "Go home beaners." At the time I did not know what that word meant but I something in their voice told me it was not a compliment.
18	None, I am a white male.

Table 40: AH participants' answer to introductory survey, "What cultural prejudices/stereotypes have you personally experienced while living in the United States?"

Participant number	Response
19	I think there are certain offensive stereotypes that Americans have towards other cultures, here in Texas it's especially common towards Mexican culture- Americans (more specifically Texans) tend to associate this culture with crime and a general sense of inferiority financially.
20	Not much... I grew up in a pretty diverse environment. Was placed in ESL in Kindergarten, but was also in Gifted and Talented so my teacher pulled me out of ESL.
21	Although I have experienced prejudice and stereotypes, it seems wrong to list all them whenever people of color experience these at a more significant rate.
22	That I'm immediately aware of, very little directed at me personally.
23	Girls shouldn't play rough sports or play with the boys.
24	n/a
25	None.
26	Every Chinese knows Kungfu; all Asians are good at math.
27	(no answer)
28	Being followed around a store that was known to follow around any person who looked Hispanic. People finding out my last name and being surprised that not all Hispanic people have dark skin.
29	Growing up in the south, I have seen and heard a lot of stereotyping towards the Black community, Latino community, and Indian community. Also being southern and meeting people outside the south I've experienced prejudices towards me that people think southerners are slow, ditzy, and redneck.
30	Since I am white, I would say that I have been privileged over time. However, I also feel that we get the stereotypes of all white people are racist which is very false. Since I grew up in a small, country town, people put the "cowgirl" stereotype on me.
31	Really none, although I have been disrespected on the grounds of being a woman.
32	None that I can recall.
33	I've noticed that groups tend to be self-separated; sort of like cliques.
34	I've personally experienced the classic "Oh well because she's white..." stereotype/prejudices from the Hispanic communities around my hometown; assuming that because I'm Caucasian I "must be privileged and not have to work for anything."
35	None.
36	I've seen racially motivated comments hurled at my black friends and my Mexican friends

Table 41: SA participants' comments on situation 2 from the second intervention⁵

Participant number	Comments
1	She came across as stuffy and incredibly formal. Peers should not introduce themselves with a title.
2	This conversation is more formal, but perhaps less appropriate in this context which may be an informal setting where you can be less formal. It might be a little to[o] formal to use "Sie" when someone else uses "Du."
3	For the context of the situation, I think the phrases used our way to formal. I would never use the formal "you" towards another student. I would cut out the "Nett, Ihnen kennen zu lernen" and change it to the informal version. Everything else seemed fine.
4	In this situation Cosima was far too formal for the situation and used body language that wasn't good for the situation. The vocabulary was great, but far too formal for the situation. The tone, again, is hard to evaluate but seemed alright for the situation.
5	She was way too formal, but we thought the handshake was fine.
6	In this situation Cosima was far too formal for the situation and used body language that wasn't good for the situation. The vocabulary was great, but far too formal for the situation. The tone again is hard to evaluate but seemed alright for the situation.
7	She was way too formal, but we thought the handshake was fine.
8	This situation is not so appropriate for the context. It seems odd that Cosima is introducing herself as Frau Wiegand. It made it seem like she's trying to assert to her new friends that they should address her formally. We also see a mismatch in the way the Johannes and Friedl communicate compared to Cosima. They address her with "Du" but she addresses them with "Sie." There also seems to be less emotion in Cosima's response. In the first situation, she says "Schön! Ich studiere auch Kunst." Here, her tone is somewhat more monotonic. I would change this whole situation to be in "du" form for all the sentences.
9	I think that introducing herself as Frau Wiegand and using Sie instead of du was too formal and not very appropriate, but the rest of it was fine, so that's why I am rating it as somewhat appropriate.
10	Cosima was too formal for an interaction between students of the same age. While she did get her message across, it seemed as if Friedl and Johannes did not respond well (ex: unenthusiastic "Alles klar"). Cosima did not match the enthusiasm in Friedl and Johannes.
11	Body language is more appropriate, grammar is correct but vocabulary is too formal, speech is much too formal for the situation, the speech is clunky and formulaic, as if she were speaking from a textbook, it does not come off as very colloquial.
12	Cosima's responses were way too formal. I would just change the dialogue to exactly what the other situation is. Maybe they can shake hands instead of kissing.
13	I feel she was too formal for the situation and seemed a little bit unfriendly (?).
14	I would change her formality from formal to informal, and I would have her introduce herself with her first name. In addition, it is too formal of her to address them as "Sie," and I believe that she should address them as "ihr."
15	Students should use informal starting off the bat.
16	Too formal, introduce herself as Cosima instead of Frau Wiegand. Use du instead of Sie to match the level of formality set by Friedl. The situation came off as awkward because Cosima did not meet the level of formality and instead stayed very formal.
17	In this scenario, I would change how Cosima introduces herself by last name and replace it with her first name.
18	Cosima's responses were way too formal. I would just change the dialogue to exactly what the other situation is. Maybe they can shake hands instead of kissing.

⁵ Some of the comments are duplicated because participants worked together and thus submitted the same answers on different worksheets.

Table 42: AH participants' comments to situation 2 from the second intervention

Participant number	Comments
19	She is acting way more formal than she needs to.
20	The two tones don't match; Johannes and Friedl vs. Cosima too formal, seems strange as they are all the same age.
21	Language was overly friendly, but body language was good, too formal.
22	Far too formal for their age + relative standing, and her tone was not super friendly.
23	Handshake seems appropriate, but she should use du instead of Sie forms. She is at the same 'level' as her peers.
24	She was more formal; handshake was better than kiss.
25	Cosima is being too formal – they are students.
26	It's too formal, they are all the same age.
27	Switching between formalities. She's acting pretentious (even if she doesn't realize it).
28	She introduced herself as Frau which is weird, formal speech is not expected as the norm.
29	Cosima doesn't need to use the formal du. She was too formal around someone her age. She also doesn't need to introduce herself as Frau.
30	Shaking hands is appropriate but maybe a little too formal, calls herself "frau" & uses "Sie" which is too formal.
31	WTF, weird, nerd, no comments about what they said, "k."
32	(no comments provided)
33	(no data submitted)
34	Cosima was way too formal here; they are all students + she should've responded from the more informal cues from the others.
35	(no comments provided)
36	The handshake was appropriate, everything else was too formal for meeting peers.

Table 43: SA participants' directions for the third intervention

Participant number	Comments	Language used
1	First, take out your student ID. Then, get on the Bus 14. Get off of the Bus 14 at Stift Haug. Walk behind the bus, cross the street and head to Barbarossaplatz. Turn towards the Habaneros and walk down Theaterstraße. When you get to Eichhornstraße, turn right. Walk a wee bit and then Zeitzeichen Shoes will be on your left.	English
2	Ich sah Adidas durch das Fenster von Zeitzeichen. Du solltest für Adidas da gehen. Du wirst zu Fuß zur Philosophy Institute Bushaltestelle gehen. Du müsst die 29 oder 14 nach Stift Haug fahren. Du überquerst die Straße. Du wirst einen Brunnen auf der richtigen Seite sehen. Du gehst geradeaus zu Barbarossaplatz. Barbarossaplatz hat eine Überdachung. Am Barbarossaplatz biegst du links ab und laufen in Zeitzeichen. Es ist an der Ecke. Viel Glück!	German
3	Nemt die 10 Bus nachdem Sprachenzentrum dann steigt am Hubland Halte aus. Geht zu die Philosophie Bushaltstelle und nimmt die 29 oder 14 Bus zum Stift Haug Halte. Dann geht zum Barbarossaplatz und das Geschäft is gegenüber von Habaneros. Das Geschäft heißt Zeitzeichen. Man kann neue Turnschuhe von Adidas bei Zeitzeichen kaufen. Zu kaufen neue Turnschuhe, wähl die Schuhe du magst dann erzählt der Angestellte. Dann kauf die Schuhe.	German
4	(no submission)	(no submission)
5	Danach dein Deutschkurse, gehst du zum das "CityCenter." Zuerst, spazierst du zu die Mensa. Gehst Nord am am Galgenburg. Wenn du der Bus stop siehst, wartest für den Bus. Nehmen Sie der Bus: 214, 114, 14, oder 29. Du wirst dein ID brauchen. Sitzt am den Bus und steigst um Stift Haug aus. Überquerst die Straße und spazierst geradeaus. Wenn du Barbarosaplatz siehst, biegst Links ab. Du sollst ein groß Zeichen mit "SNIPES" sehen. Das ist das Geschäft!! Jetzt, kannst du die Schuhe kaufen.	German and English

Table 43, cont.

6	(no submission)	(no submission)
7	Du gehst zur Bushaltestelle, in der Nähe der Mensa. Es heißt am Hubland. Du fährst mit dem Bus 14 und steigst an der Haltestelle Stift Haug aus. Du überquerst die Straße und gehst in Richtung der Bushaltestelle in der Nähe von Habeneros. Es heißt Barbarossaplatz. Du gehst gerade aus die Straße entlang, in Richtung Habeneros. Es gibt ein Schuh geschäft, Snipes.	German
8	Ein gutes Schuhe-Geschäft ist Snipes, und es ist in der Nähe von Barbarossaplatz. Letzte Woche habe ich dort neue Turnschuhe gekauft und der Mitarbeiter war sehr nett. Von dem Sprachzentrum, geh zur Philosophisches Institut Haltestelle. Die Haltestelle ist in Richtung Mensa. Wenn du die Mensa siehst, bieg rechts ab und geh geradeaus. Du bist in der Haltestelle, wenn du viele Studenten siehst. Dann nimm den 14, 29, 214, oder 114 Bus in Richtung Busbahnhof. Zeig dem Busfahrer deinen Studierendenausweis, um kostenlos zu fahren. Steig in die Stift Haug Haltestelle, und dann überquer die Straße. Geh geradeaus in Richtung Barbarossaplatz. Auf der Linken wirst du die große Haltestelle finden und auf der Rechten wirst du das Restaurant Habaneros sehen, und dann bieg links ab. Geh geradeaus und auf der Linken wirst du Snipes sehen. Wenn du in dem Laden bist, solltest du die Treppe hochgehen. Im ersten Stock wirst du die Damen schuhe finden. Suche nach den Schuhen, die du magst, und dann frag den Mitarbeiter nach deiner Größe. Du kannst sagen, „Haben sie diese Schuhe in Größe __?“ Aber wenn du auf Deutsch nicht so sicher ist, kannst du auf Englisch sagen, denn sie verstehen Englisch. Dann du solltest die Schuhe versuchen. Wenn die Schuhe passen, geh zum Kassierer um zu bezahlen. Du kannst mit der Karte bezahlen oder bar bezahlen, es ist egal. Wenn du mit der Karte bezahlst, wird der Kassierer um deine Unterschrift bitten. Wenn du bar bezahlst, wird der Kassierer dir Kleingeld geben. Nachdem du einkaufst, geh zur Barbarossaplatz Haltestelle und geh nach Hause. Du kannst den 14 oder 29 Bus nehmen.	German
9	Sie sind im Sprachenzentrum. Geh nach draußen und geh nach Philosophisch Institute Bus Haltestelle. Nehmen Sie den Bus 14, 114, 214, oder 29. Important: you must have your Student ID card or cash to ride the bus. Fahre die Bus für viele Haltestellen, und verschwinde im Mainfranken Theater Haltestelle. Geh nord am Theaterstrasse für 230 meters und die Kaufe ist auf der rechten Seite. Die Kaufe ist FLYER ALARM sports Store. Choose the shoe that you like. Bezahle den Kassierer mit Geld.	German and English
10	Nach dem deine Klasse, gehst du rechts und gehst du die Treppe zu deiner Linken herunter. Dann gehst du aus die Tür und gehst du an den Bürgersteig durch das Feld, bis die Straße ankommst. Dann warst du auf den 14 Bus am die Am Hubland Haltestelle. Zeigst du deine Studentenkarte dem Busfahrer und danach bist du im Bus. Du bleibst ins 14 Bus, bis Stift Haug Haltestelle ankommst. Once you get to Stift Haug, cross the street and continue walking down the sidewalk until you reach a large square with a bus stop covered by a circular cover. Then, turn to face Theaterstrasse and walk down the left sidewalk until you reach a store called Snipes. Enter the store and buy your shoes. Once you're done, walk back down the sidewalk to Barbarossaplatz and wait for a bus to take you to your dorm. If you're going back to the university, take bus number 14 to the stop Am Hubland.	German and English
11	Beginnen Sie in die Sprachzentrum -Gehen die Hintertür aus, zu die Mensateria-Biegen Sie links und geh zu die Mensateria-Geh vorbei die Mensateria und biegen Sie rechts am Galgenberg. Überquere die Straße nicht-Geh zu die Philosophie Haltestelle-Nehmen Sie Bus 14 oder 29. Ziegen den Busfahrer Ihre Student ID-Druck die Knopf zu den Bus stoppen-Verlasse Sie dem Bus am Barbarossaplatz, die Haltestelle nachdem der Hauptbahnhof-Gehen Sie entlang Kaiserstraße-Deichmann, ein Schuhladen, werde zu deiner Rechten sein.	German and English

Table 43, cont.

12	Sie sind ins Sprachzentrum. Geh im Westen aus. Geh entlang die Strasse Links. Bieg Rechts bei der ersten Ecke ab. Direkt vor Sie sind eine Haltestelle. Von da können Sie das Bus 10 nach Sanderring nehmen. Steig bei Sanderring aus und Geh zu der Straßenbahnhaltestelle. Mit jedem Zug fahr im Norden und stieg bei Juliuspromenade aus. Direkt vor du ist ein Schuhgeschäft.	German
13	Danach Klasse du laufst zu die Bushalte gegenüber von das Spachenzentrum. Du wirst die Linie 10 Bus benutzen und zu Sanderring gehen. An Sanderring wirst du rechts zu das S-Bahn abbiegen. Du wirst das S-Bahn zu Barbarossaplatz benutzen. Wann du bist auf Babarossaplatz, du wirst das S-Bahn auf Fuß zu das Hauptbahnhof folgen, aber nur 100-200 Meters nach Babarossaplatz wirst du das Geschäft finden. Es wird an ihre Rechts sein, und dort wird eine großer Fenster mit viele Schuhe sein. Dann geht's in und suche für deine Lieblings Adidas Schuhe.	German
14	Man kann neue Turnschuhe von Adidas bei Foot Locker kaufen. Foot Locker steht in der Kaiserstraße, und dieses Geschäft steht in der Nahe von Barborossaplatz. Von dem Sprachenzentrum nimmst du den Bus 10. Die Bushaltstelle heißt „Sprachenzentrum,“ und man kann sie von dem Fenster unseres Klassenzimmers sehen. Du nimmst den Bus 10 zu der Bushaltstelle „Hubland/Mensa,“ dann musst du aussteigen. Du gehst gerade zu der Bushaltstelle „Philosoph Institut“ zu Fuß. Du musst überqueren, und du wartest auf den Bus 14 oder Bus 29. The bus should say „Busbahnhof“ on the front of it. Du fährst mit dem Bus, bis man in die Bushaltstelle Stifthaug ankommt. Dann musst du aussteigen. When you exit, you should walk towards the back of the bus. Wann du den Zebrastreifen rechts siehst, überquerst du diesen Zebrastreifen. Du gehst gerade zu Barbarossaplatz. Du suchst nach Woolworth. You should walk towards that street. Du gehst geradein Kaiserstraße, bis du Foot Locker sehen kannst. Foot Locker steht rechts.	German
15	Du sollst zu der Bushaltstelle gehen. Es ist vor der Schule. Du musst den 10 Bus nehmen. Du fährst mit dem Bus zu die Sanderingstelle. Du gehst Links zu der Straßenbahn. Du kannst die 4 oder 5 Line nehmen. Du fährst mit der Straßenbahn zu Julius Promanade. Du steigst der Straßenbahn aus, und denn du gehst gerade aus. Du sollst Woolworth sehen. Du sollst zu Woolworth gehen. Footlocker ist ein gute Schuheladen. Es ist an die anderen Seite der Straße von Woolworth. Die Straße heißt Kaiserstraße. Footlocker ist an die Rechts Seite der Straße.	German
16	Von die Sprachcentrum, gehst on die 10 Bus (aus die Sprachcentrum, slightly zu die rechts) zu Sanderring. In Sanderring, gehst on die 5 Straße Bahn zu Barbarossa Platz. Am Barbarossa Platz gerade aus bis du siehst Kaiserstasse. Bieg rechts am Kaiserstasse ab. Geh gerade aus bis du siehst Footlocker. Geh ins Footlocker, findest eine schöne paar Schue, kaufe die von der Footlocker Kassierer.	German
17	Juliuspromenade Haltesstelle: Sie können die Bus 10 oder der Bus 14 oder Bus 214 von Sprachenzentrum nehmen. Hier müssen Sie deine ID zu der Verkäuferin schauen. Bus 10: Die fahre ist lang über fünfunddreizig minuten. Geht dem Bus auf zu „Sanderring“ Haltestelle. Laufen um die [curve] und nehmen Zug 5 „Grombuhl.“ Geht dem Bus auf zu „Juliuspromonade.“ Die Adidas Schue Laden ist bei Bretzel Laden. Viel spass einkaufen! Bus14 und Bus 214: Die fahre ist fünfundzwanzig minuten lang. Die erste Haltesstelle ist „Hauptbahnhof“ oder „Hbf“. Dann, nehmen die 4 „Zellerau“ Zug. Die Zweite Haltestelle ist „Juliuspromonade.“ Geht dem Bus auf und laufen gegenüber die [traintracks]. Die Adidas Laden ist da. Vielen Spass	German and English

Table 43, cont.

18	Nach der Klasse, gehst du auf die Tür on the side without the basketball court zu die Bushaltestelle mit dem 10 Bus. Es ist am Gerda-Laufer-Straße. Es ist in Richtung Sanderring. Gehst du aus am Bushaltestelle Sanderring, und danach stiegst du auf die 5 Straßenbahn. Get off at the Juliuspromenade haltestelle and walk in the direction of the restaurant called Habanero's. It has a giant green and yellow sign on the front, you can't miss it. Wenn du nach Habanero's kommt geht rechts um Theaterstraße. Gehst du 110 meters hinauf die Theaterstraße und die Flyer Sports store will links sein.	German and English
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Table 44: SA participants' reflections for the third intervention⁶

Participant number	Reflection
1	Using [participant 10's] directions was fairly simple, since by this point, I know pretty well how to get around downtown Würzburg. My first instinct any time I go downtown is to start at Barbarossaplatz, and since you can see [participant 10's] store from there it was straightforward to get there from my "starting position." I've developed a good sense of direction when downtown, but when we first came here, I followed [participant 10] everywhere because I was so scared of being lost.
2	I didn't think the assignment itself was too difficult. I knew a store that sold Adidas because we walk past it and talk about the displays at least twice a week. I tried to make the directions simple and easy for my partner to understand. I made sure to use some of the new vocabulary from chapter 10, which made it a lot easier to identify what reference points I should use. To be fair, I might have not exactly followed the directions that my partner made. The instructions were easy to understand because it used a lot of reference points and landmarks that I know really well, as they were along our normal route through the city. I think my instructions had more details, but I don't know if that made my directions more helpful in this case. I found the store from my partner's directions, but I also knew every landmark given. I think it might have been more difficult if it had been an area across the bridge or in one of the suburbs, but I know the inner-city pretty well generally. I think it's easier to read instructions, rather than write them. I'm pleasantly surprised with how easy it was to write my instructions; however, I think that was largely dependent on having lots of time to think about what I wanted to write and how to best convey that. I know that adjective endings are something that is difficult for me to retain and use correctly. I can see that being reflected in my writing, so I think that is something that could have been improved in my directions to specify landmarks.
3	[Participant 2's] instructions were easy to follow since I have started to become more familiar with the area. The store she chose is one that I have passed by many times, so I had an idea of where it was. The assignment was not difficult because I pass by Barbarossaplatz all the time. I think the assignment would've been more challenging if we started in an unfamiliar setting and not on campus.
4	(no submission)

⁶ All identifying features have been removed and replaced by participant numbers in brackets.

Table 44, cont.

5	It was pretty easy to find the shoe store. [Participant 7] told me to take bus 14 to Stift Haug and then walk to Barbarossaplatz. These were simple instructions for me because I have done this multiple times. But the first time I had to find Barbarossaplatz was different. I was extremely nervous and asked my roommate's boyfriend to help me. I pulled out the paper map of Würzburg and had him circle the places I was supposed to go. His directions were simple but incredibly helpful. He told me to get off at Stift Haug and cross über der Zebrastreifen then walk straight. Turns out, there was only one crosswalk near the bus stop. I crossed, which put me headed in the right direction. I found Barbarossaplatz with no problem after that. The shoe shopping, on the other hand, was a little more difficult. Shoe shopping in general is frustrating because nothing fits, but now there's an added level of European sizes. I was also unsure of the return policy, so I was hesitant to purchase shoes. I ended up finding some, though. I don't know if they will still look cute to me when I get back to America, but I like them for now. This assignment was more difficult to write than to follow. I had to look up a lot of German directional words and visualize the places this person would see, just like my roommate's boyfriend did for me during those first days. Getting to city center is a mindless activity for me at this point, so I forget that new people would not understand how to get there. This activity helped me put myself in someone else's shoes, which was cool.
6	(no submission)
7	(no submission)
8	Writing directions in German was kind of hard, because we have limited vocabulary. We don't really have any other words than what was taught in class. I also thought about making the directions coherent and more like a writing piece instead of just simply directions. Yesterday, I tried out [participant 11's] directions to the shoe store Deichmann. His directions were relatively easy to follow, but I think this is because I already know where everything is in the city. The only thing that I find strange is how he directed me to get off the bus at Barbarossaplatz, which means that I should stay in the bus at the end of the line (Busbahnhof) and get off at the next stop. It would have been so much faster if I just got off at Stift Haug and walked to Barbarossaplatz. But anyway, that's what I did, and from Barbarossaplatz, I actually found it hard to figure out which street is the Kaiserstraße, because the street signs aren't very clear. Finally, I just picked a direction and trusted my gut. I walked toward the Busbahnhof and I found Deichmann there. The store was actually on my left, and not on my right. Then I also realized that Deichmann is actually closer to the Busbahnhof stop than to Barbarossaplatz, so I think I could've saved some time if I just get off at Busbahnhof and walk from there.
9	The overall experience was positive. I followed the instructions that [participant 16] typed for me and was able to find the Footlocker. I think that it was easier for me to find it because I have familiarized myself with the Würzburg city center by now. I have taken the same route that [participant 16] recommended several times to get from the university to another part of the city. The only thing that could have given someone trouble was when she says to get off the 5 train at Barbarossa Platz. The stop is actually called Juliuspromenade, where from you walk a short distance to Barbarossaplatz. On my journey, I stopped by the Dom and went to get dinner at a sushi place called Sumo Sushi Bar. I was quite hungry and needed energy before I shopped. Then I went to the Footlocker and looked around at the shoe options, but I didn't end up buying any. I had better not buy too much stuff here, because I still need to take everything back to America, and I was only 5 pounds under my limit on the way here. Anyway, this was a cool activity, and it's always fun to travel around the city.

Table 44, cont.

10	In general, I found the instructions easy to follow and didn't run into major difficulties in finding [the] Zeitzeichen shoe store. After class, I went to the Am Hubland bus stop (this was the only part of the assignment where I had to assume what I had to do) and waited for the 14 bus. From there, it was quite easy because I simply sat on the bus for a while before getting off at Stift Haug. I crossed the street and made it to Barbarossaplatz without issue. Then, finding the shoe store was also relatively easy because Zeitzeichen Shoes was in an obvious location that I had passed many times before. Generally, while the directions were a bit basic, I had no issue finding the store even though I had never actually gone there intentionally before. I feel as if being in Würzburg and being in the area around Barbarossaplatz and Eichhornstraße greatly assisted me in this assignment, because I do most of my shopping and eating out in this area. The assignment in general I found relatively easy to complete; I didn't have to do much research apart from confirming the name of the store on google maps. The only difficulty I had in writing my own directions was not knowing if I was supposed to write them in English or in German, and so I just wrote half in German and the more important half in English. Overall, telling directions isn't very hard, though I do often speak in very vague terms and sometimes that can confuse people I assist with directions.
11	Ja, ich habe das Geschäft gefunden. Ihr Richtungen sind ein bisschen schwierig zu verstehen, denn sie sind ein Absatz und kein Liste. Ich finde, eine Liste würde einfacher zu verstehen sein. Diese Aktivität war für mich einfach, denn ich kenne schon diese Stadt. Deshalb ich finde, die Aktivität repräsentiert nicht die Erfahrung von jemandem neue in Würzburg und spricht kein Deutsch.
12	[Participant 18's] description was difficult to begin because I didn't know where Gerda-Laufer-Straße was. But, after I wandered around a little and found the stop, the rest was easy. I was easily able to ride the 10 to Sanderring and then take the number 5 Straßenbahn to Julius promenade, from there I couldn't see Habanero's immediately, but after I did see it, I was easily able to find the shoe store. [The] directions could have been better and staying in German the whole time would have been cool.
13	So, using [participant 14's] directions, it was pretty simple to find the Foot Locker she was referring to. However, if it wasn't for me being very familiar with the area, I'm not sure how easy it would be. Since she wasn't saying all the directions I should be going when crossing the crosswalks, one could get lost when they get off the bus. Especially if you don't know where Barbarossaplatz or Woolsworth is. With that being said, I'm not sure just how effective this activity was. I understand the reasoning and the challenge to write and read directions in German but since we've been here for a while now, we've had the opportunity to become familiar with our surroundings rendering the activity not as effective. Granted, if the chapter for the city was the first that we learned once we arrived and within the first week or so been assigned this activity, I think this activity would've been a great test to see how effective our directions were. Since my classmates and I are so familiar to the downtown Würzburg, I think a more remote destination would be a little more exciting and effective at this point. Maybe instead of a shoe store, give us the opportunity to select a store in the surrounding area and then having directions there would probably be better. Obviously, we shouldn't send our classmate to the edges of where we can ride with our card, but someplace where the student would really have to rely on the directions he/she was given.
14	I got lost with [participant 13's] directions because he did not specify which direction of the tram I should take since trams go in two directions. In addition, Barbarossaplatz is far from the Hauptbahnhof, and he did not give me directions on how to go to Barbarossaplatz from the Hauptbahnhof. If I did not know my way around Würzburg, I would have gotten very lost and confused since [participant 13] did not specify which tram I should take nor, did he specify where the bus stop from the Sprachenzentrum is located. He also forgot to specify the name of the shoe store, which would make it difficult to find also. I found it very difficult to give directions in German because of the prepositions. Also, it was difficult to remember the orientations of places in the perspective of other places. It was a bit frustrating trying to phrase the directions in a way that would not be confusing to someone who is not familiar with Würzburg because it almost feels natural to go to places like Barborossaplatz or to go to the bus stop from the Sprachenzentrum without really thinking about it. I also found it difficult remembering to take into consideration on how the person should be facing when following my directions.

Table 44, cont.

15	I thought that the directions that [participant 17] gave me were quite nice. They were easy to follow and I arrived at the store. I thought that my directions were good also, however [participant 17] included more of the small details which I left out. She indicated that you need to show the driver your student ID card. While this is important, I assumed that the person receiving these instructions would have already known how to do this. She also chose to lead me to the real Adidas shoe store, while I led her to the Foot Locker. While both stores carry Adidas shoes, I think that the main Adidas store in the area was a better option than Foot Locker because they have a better selection. I did not get lost following her directions. This is because they were good and also because subconsciously I knew where the store was and I was not going to let myself get too lost. There is a chance that this assignment would have been better if it had been given in the beginning of the semester. I say this because then we would not have known the city all that well. However, none the less, I found this to be a rewarding time writing my instructions.
16	In my opinion this task was quite easy, partly due to the fact that we just covered directions and city vocabulary and partly because Würzburg is relatively small and easy to navigate. The hardest part, in my view, was probably just reading through the whole script a few times (and even that wasn't particularly difficult). I completed this assignment Tuesday after class, around 1pm. [Participant 9's] directions were very well written and left a lot of room for flexibility about what bus to take. I did think that writing the amount to walk in meters a little difficult, as I am not familiar with meters in comparison to feet or miles. I found FLYER ALARM to be a cool store! However, I did not buy any shoes, I didn't think it was necessary for the assignment. And I'm more of a Nike girl anyway.
17	The only reason why I understood the directions written by my partner was because of the vocabulary that I am familiar with. Also, reading German tends to be more easy to understand than spoken German, at least for me, since spoken German involves different accents with different people. I was able to find the store that my partner suggested to go. Something that I found confusing was when he gave the direction to turn left instead of right, when at the corner of Sanderring bus stop. I know that one must turn right so I ignored that direction. All other directions given were relatively easy to understand. No other problems emerged. This assignment was also easy to follow through because I am already familiar with Würzburg: the layout of the city, the main bus and train stops, and the stores that function as landmarks. A quite enjoyable activity to do.
18	At first I thought that finding [participant 12's] location would be difficult, since he wrote all of his directions in German, and since he used directions like west, I thought it would be confusing, as I am directionally challenged, it was actually pretty easy. Once I realized that the bus was going to Sanderring, I had a good idea of where I was going and then I boarded the Straßenbahn 5 to get to Juliuspromenade. This was easy because it basically is the route I take to get back to Grombrühl. Although he didn't explain where the shoe store would be in relation to the bus stop, but it was easily visible when I got off, right across the street from the Juliusspital Bäckerei. I didn't get lost at all and the only confusion I had was finding the first Haltestelle [stop] and following the directions completely in German. All in all, I thought this assignment was ok but a little tedious.

Table 45: AH participants' directions for the third intervention

Participant number	Comments	Language used
19	Muss man biegen links in SanderringStrasse ab, Sie geradeaus auf Sanderringstrasse über die Mainflusse. Dann, muss man biegen rechts in Saalgassestrasse ab und immer geradeaus bis Röntgenring. In Röntgenring biegen rechts ab und immer geradeaus. In Klinikstrasse rechts abbiegen und dann links abbiegen in die Maralsstraße. Zuletzt, biegen sie rechts in die Kaiserstraße und Adidas ist a der rechten Seite.	German
20	Das Adidas Geschäft ist in der Kaiserstraße in Würzburg. Ich fahre mein auto zum Einkaufszentrum. Ich biege links ab am Galgenstraße und folge die Straße bis zu Rottendorfer Straße. Ich biege links nochmal ab. Ich fahre geradeaus bis zu Semmelstraße und biege rechts ab. Ich biege links am Textorstraße ab. Dann biege ich links am Hangerpfarrgasse ab und biege rechts an Reisgrübenegasse ab. Zuletzt das Geschäft ist an die links Seite.	German

Table 45, cont.

21	<p>1. Laufe Nord-osten für sebenundzwanzig Minuten nach dem Bus, Geht auf Traufenauer Straße. Zuerst, biege links auf Wittesbacherstraßen ab. Dann, biege rechts auf Seinsheimstraße ab. Letztes, biege links auf Grünewaldstraße ab.</p> <p>2. Gehst Plattform 2 und reide dem Bus für eins am Würzburg HBF.</p> <p>3. Lauf für 5 Minuten. Gehe sondern auf Bahnhofplace und Kaiserstraße.</p>	German
22	<p>(Going by car) → Kaiserstraße 27. Gehen sie entlang Theodor-Berori-Weg. Dann biegen Sie rechts in Am Hubland ab. Dann biegen Sie links in Am Galgenburg ab. Gehen Sie immer Geradeaus entlang Am Galgenburg bis Rottendorfor Str. bis Martin-Luther-Straße, dann biegen rechts ab. Gehen Sie um der Kreisverkehr in B8. Gehen immer geradeaus bis Röntgenring, dann gehen rechts und biegen rechts ab in B27. Dann biegen Sie rechts ab in Bismarkstraße, dann biegen links in Bismarkstraße ab, dann biegen Sie links ab in Rotkreuzstraße. Biegen Sie links in B27 ab, dann gehen Sie rechts in Veitshöchheimer Str. Dann biegen Sie links in B8 ab. Gehen Sie entlang B8 bis Klinik str., biegen Rechts ab, dann biegen links in Marcusstraße ab, dann Kaiser Straße 27 ist links.</p>	German
23	<p>Start: Zentrum für operative Medizin der Uni.</p> <p>1. Gehen Sie links am Oberdürrbacher Straße, bis zu Josef-Schneider Straße.</p> <p>2. Biegen Sie rechts ab. Folgen Sie '8' Straße.</p> <p>3. Biegen Sie links in Bahnhofstraße ab.</p> <p>4. Biegen Sie Rechts in Reisgrubengasse Str.</p> <p>5. FootLocker wird auf dem Rechts sein, bevor City Apotheke und nachdem Gamestop.</p> <p>End: Footlocker</p>	German
24	<p>Beginnen Sie in Am Galgeberg; gehen sie Osten bis zu Rottendorfer Straße biegen Sie links ab. Gehen Sie geradeaus und biegen Sie rechts in Theaterstraße ab. Dann biegen Sie rechts in Textstraße ab, und dann biegen sie links in Hauptfarrgasse ab. Letztes, biegen sie rechts in Reisgrubengasse und es ist nach links.</p>	German
25	<p>Zuerst folgen sie geradeaus auf Sanderring Straße. Dann biegen sie links auf Ottostraße ab. Folgen Sie geradeaus bis zu Theaterstraße und links auf Theaterstraße. Dann biegen sie rechts auf Semmelstraße ab. Dann biegen sie links auf Textorstraße ab. Dann biegen sie links auf Haugerpfarrgasse ab. Nächtes biegen sie zwei rechts auf Barbossaplatz ab. Folgen sie geradeaus bis zu Footlocker.</p>	German
26	<p>Das Adidas Geschäft ist in Kaiserstraße. Zu erst, gehen Sie von die Oberdürrbacherstraße. Abbiegen Sie rechts in Lindleinstraße und gehen sie geradeaus bis zu Brücknerstraße. Abbiegen Sie links und gehen sie entlang die Grumbunbrücke bis zu Berlier Plaza. Dann, abbiegen Sie rechts. Und gehen Sie geradeaus bis zu Gedenkstelle Kaiserstraße. Abbiegehen Sie links, gehen sie geradeaus bis zu die Ercke ein Kaiserstraße uns Reisgrubegasse. Finden Sie Foot Locker. So basically, there are 4 direction changes.</p>	German and English
27	<p>Zuerst gehen sie entlang Sanderring Straße bis zu Ottostraße. Dann biegen sie links in Ottostraße ab durch Balthasar-Neumann Promenade. Dann biegen Sie links in Theaterstraße bis zu die Ecke auf Barbarossaplatz und Haugerpfarrgasse. Dann biegen Sie links in Barbarossaplatz und rechts in Kaiserstraße. Runners point ist neben "Ludwig Club + Bar" und gegenüber "Cafe Kiess."</p>	German and English
28	<p>Sie sind die Universität, und Sie müssen ein Auto fahren. Beigen Sie links in die Oberdürrbacher Straße ab und gehen Sie geradeaus bis Josef-Schneider-Straße. Beigen Sie links in die Josef-Schneider Straße ab. Gehen Sie geradeaus und beigen Sie rechts in die Lindleshang ab. Biegen Sie rechts in die Verbacher Straße ab und gehen Sie geradeus. Zapata Outlet ist auf der Links.</p>	German
29	<p>Abiegen Sie rechts auf Koellikerstraße. Gehen Sie bis zu Juliuspromenade. Abbiegen Sie links. Dann links auf Karmelitenstraße und links aus Marktasse. Du musst zu die Galeria laufen. Die Turnschuhe sind in das Adidas-Geschäft.</p>	German

Table 45, cont.

30	Beginnen Sie auf die Uni Würzburg. Biegen Sie links in Oberdürrbacher straße ab. Dann, biegen Sie links in Zinklesweg ab. Gehen Sie geradeaus bis zu Verbracher Straße sehen, dann biegen rechts ab. Folgen Sie Versbacher Straße und immer geradeaus an Autobahn 8. Wenn Sie die Kreuzung auf Autobahn 8 und 3 sehen, exit und gehen Sie geradeaus an Autobahn 3 South. Immer geradeaus bis zu exit 82 Erlangen-frauenauracL. Biegen sie rechts an Niederndorfer Straße ab, folgen die Straße bis zu Adidas an rechts.	German and English
31	Kaiserstr. 4, 97070 Wür. Laufen Sie Süden bis Oberdürrbacher Str. In Ober. Str., links abbiegen. Folgen Sie bis LindelnStr. und rechts abbiegen. Nehmen Sie dieses str. am Bürgersteig bis Scharoldstr, und biegen Sie links ab. Wandern Sie geradeaus bis Brückner Str., und links abbiegen. Folgen Sie über Grombühlbrücke, Berliner Pl, und biegen Sie rechts an Haugering.	German
32	Ersten musst du Am Hubland Straße finden. Abbiegst du rechts auf die Am Galgenberg straße. Abbiegst du links in die Kitzinger straße ein. Letzten Abiegst du links in die Gattinger straße ein. Gehst du geradeaus, bis zu zaput outlet sehen.	German
33	Das Zapata Outlet lagerverlauf hat die neue Turnschue. Ich muss an Theodore-Boveri-weg anfangen. Zuerst gehe ich geradeaus bis zu Am Hubland Allee und dann biege ich recht ab. Ich gehe geradeaus bis zu Am Galgenbergstraße und biege recht ab. Ich folge die Straße bis zu Kitzingerstr. Ich biege links ab und gehe geradeaus. Zuletzt ich biege links an Gattinger Straße ab. Das Gebäude ist auf der rechten Seite.	German
34	Sie folgen geradeaus die Straubmühlweg. Sie biegen links in die Zinklesweg Straße. Sie biegen links in die 8 Straße. Sie biegen links in die Bahnhofpl. Straße. Sie biegen links.	German
35	Gehen Sie auf Bathasar-Neumann-Promenade. Biegen links auf Hofrstraß ab. Biegen rechts auf Pomerpfaugasse. Geradeaus Bahnhofstraße. Biegen links auf Haugerpfarrgasse ab. Biegen Reisgrubengasse rechts. Es ist auf der Linken Seite.	German
36	Biegen Sie rechts aus das Parkhaus ab. Dann, biegen Sie rechts auf Oberdürrbacherstraße ab. Gehen Sie geradeaus bis zu Josef-Schneider-Straße. Biegen Sie links ab. Gehen Sie geradeaus bis zu Schweinfurter Street und dann nehmen the roundabout. Gehen Sie auf an der vierte exit auf Heinestraße. Gehen sie geradeaus auf Heinestraße. Heinestraße biegen Sie rechts und heißt jetzt Haugerpfarrgasse. Biegen Sie rechts auf Reisgrubengasse ab.	German and English

Table 46: AH participants' reflections for the third intervention

Participant number	Reflection
19	I had a hard time following at first because this was not the route I took so it was hard for me to locate the streets, but once I did, the directions were straight forward and clear.
20	(no reflection submitted)
21	I looked @ [my classmate's] + it worked.
22	(no reflection submitted)
23	I found the shopping center. Starting point was hard to find but directions were clear.
24	I was able to find the store easily.
25	I cannot work google maps, so I am sure these directions are correct. I did not like this activity.
26	Das ist einfach.
27	Directions were simple and vocab was good. It would help to have the specific starting address.
28	I had trouble finding the starting point, but I found one road and followed from there. Directions got me close but I wasn't sure what I was looking for.
29	The directions were good until Saalgassestraße. I got lost from there and could not find Röntgehring. Saalgassestraße is very long and you should have said how far you go straight on it.
30	Able to find starting & ending point easily. Did good by making it simple & easy to understand.
31	I got all the way to the store and couldn't find it because I didn't know the name :(.
32	[My classmate's], yes.
33	(no reflection submitted)
34	Good detailed directions.
35	I looked at [classmate's] directions. They worked well.
36	Makes sense, takes me where I need to go. Overall good directions.

APPENDICES

All referenced lessons, supplementary material used for participant recruitment, and International Review Board (IRB) materials are in the following appendix. Appendices A-H are surveys/questionnaires which were administered and completed via the online survey forum Qualtrics. These appendices thus show what the participants would have seen on the screen of their cellphone/tablet/laptop computer as they completed the survey. For all of the tables featuring participants' responses contained in the list of tables above, some answers have been edited for uniformity and ease of reading, but no information has been changed, e.g., if a participant responded "Houston" it was changed to "Houston, TX" so that it was clear what state they were from, etc.

Appendix A

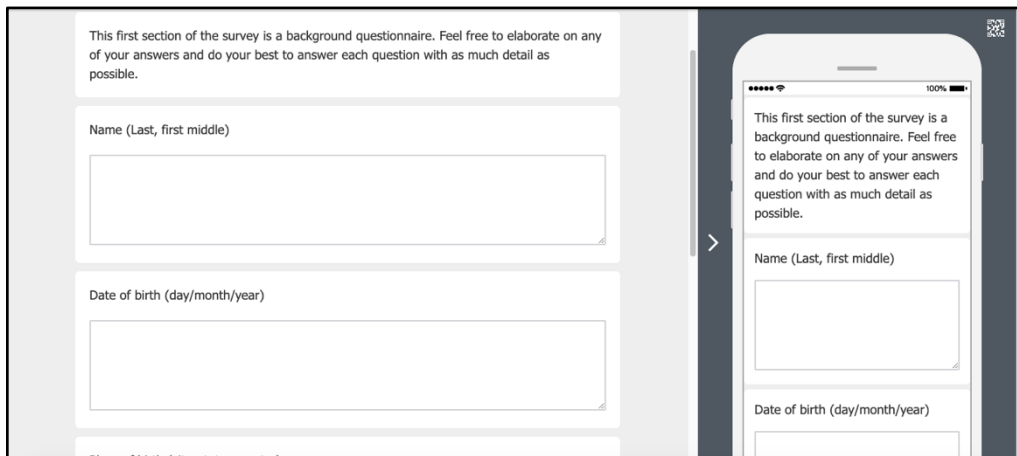
INTRODUCTORY SURVEY: SA PARTICIPANTS

Background Information

Instructions

This first section of the survey is a background questionnaire. Feel free to elaborate on any of your answers and do your best to answer each question with as much detail as possible.

Sample screen view



The image displays two versions of a survey screen: a desktop layout on the left and a mobile layout on the right. Both screens show a header with instructions: "This first section of the survey is a background questionnaire. Feel free to elaborate on any of your answers and do your best to answer each question with as much detail as possible." Below the instructions, there are two input fields: "Name (Last, first middle)" and "Date of birth (day/month/year)". The mobile version includes a QR code in the top right corner and a back arrow on the left side of the input fields.

Questions

- Name (Last, first middle)
- Date of birth (day/month/year)
- Place of birth (city, state, country)
- Hometown
- Current address (USA)
- Phone number
- Email address
- Gender
- Ethnicity
- Family ancestry/heritage
- Religious affiliation, e.g., Christian-Catholic, Protestant-Lutheran
- Major/minor

- Year of study
- Have you ever lived outside of the United States? If yes, where and how long? What were you doing there? List all places.
- What would you call your “home” culture? E.g., Midwestern, Tejano, Southern, etc.
- What cultures were you exposed to in your family growing up?
- What languages did you speak growing up?
- What languages did you hear spoken in your family growing up?
- What cultures and languages were in your neighborhood growing up?
- What cultural prejudices/stereotypes have you personally experienced while living in the United States?
- What extra-curricular activities did you participate in growing up? E.g., performing arts, sports, etc.?
- What kinds of sports do you watch? With whom?
- Which sports teams are you a fan of? What kind of fan are you?
- Are you planning on watching the Soccer World Cup this summer? Why? Who are you rooting for?
- Describe your living situation in Würzburg, e.g., single dorm room, dorm suite with other students, WG, homestay, etc.
- If you live with other German students, how much interaction do you have with them and what percentage of the time did you speak in German and English?

Media Consumption

Instructions

This section of the survey asks about your media consumption. Again, be as honest and detailed as possible.

Sample screen view

This section of the survey asks about your media consumption. Again, be as honest and detailed as possible.

How many minutes/hours per day do you use the following devices?

☐ Cellphone

☐ Laptop

☐ iPad

☐ E-Reader

☐ Other

How many minutes/hours per day do you spend on the following programs?

☐ Netflix

☐ Other streaming programs (specify)

☐ Twitter

☐ Reddit

☐ Instagram

☐ Facebook

Questions

- How many minutes/hours per day do you use the following devices?
 - Cellphone
 - Laptop
 - iPad
 - E-Reader
 - Other
- How many minutes/hours per day do you spend on the following programs?
 - Netflix
 - Other streaming programs (specify)
 - Twitter
 - Reddit
 - Instagram
 - Facebook
 - Reddit
 - Duolingo
 - Email
 - Texting (iMessage/WhatsApp)
 - News App (NY Times, Washington Post, etc.)
 - Gossip App (People, TMZ, etc.)
 - Pinterest
 - Other App (specify)
- What apps/programs do you use in a foreign language? These can also be shows that you stream. Include how many minutes and/or hours per day.

- What apps/programs do you use in English? These can also be shows that you stream. Include how many minutes and/or hours per day.

Daily life

Instructions

This section of the survey asks about your daily routine. If your routine differs now that you are in school, make note of what is different and why. You may also include what you would *normally* do if you were back at home, but make sure this is clear through your text.

Sample screen view

This section of the survey asks about your daily routine. If your routine differs now that you are in Germany, make note of what is different and why. You may also include what you would *normally* do if you were back at home, but make sure this is clear through your text.

How many times a week do you cook for yourself?

Where do you find your recipes? E.g., self taught, family, Pinterest, the Food Network etc.

What kinds of food do you usually prepare for yourself? E.g., frozen pizza, salad, yogurt

Questions

- How many times a week do you cook for yourself?
- Where do you find your recipes? E.g., self taught, family, Pinterest, the Food Network etc.
- What kinds of food do you usually prepare for yourself? E.g., frozen pizza, salad, yogurt with granola etc.
- What do you usually prepare for breakfast?
- What is a typical lunch?
- What would you typically cook for dinner?

Language Survey

Instructions

This is a language background survey. It is administered to all students enrolled in a German course at UT. Feel free to elaborate on any/all of your responses.

Sample screen view

The image displays a sample screen view of the Language Survey form, showing both a desktop and a mobile version. The desktop version on the left includes the following sections:

- Introduction:** "This is a language background survey. It is administered to all students enrolled in a German course at UT. Feel free to elaborate on any/all of your responses."
- What determined you to enroll in this course?**
 - ☐ Continued UT German Course # [text box]
 - ☐ Took UT German Placement exam. When did you take it? [text box]
 - ☐ Was advised by college advisor to take course [text box]
 - ☐ Self-placed [text box]
 - ☐ Other: [text box]
- Please check all instructional experiences you have had in learning German:**
 - ☐ UT German courses: [text box]
 - ☐ German high school courses: how many years/how many years ago? [text box]
 - ☐ Other German language courses/programs: [text box]
- Please check all experiences in which you have had contact with the German language:**
 - ☐ Grew up in German-Speaking family [text box]

The mobile version on the right shows a simplified version of the same form, with a navigation arrow on the left side of the screen.

Questions

- What determined you to enroll in this course?
 - Continued UT German Course #
 - Took UT German Placement exam. When did you take it?
 - Was advised by college advisor to take course
 - Self-placed
 - Other:
- Please check all instructional experiences you have had in learning German:
 - UT German courses:
 - German high school courses: how many years/how many years ago?
 - Other German language courses/programs:
- Please check all experiences in which you have had contact with the German language:
 - Grew up in German-Speaking family
 - Lived in a German-speaking country. Where and for how long?
 - Traveled to a German-speaking country. Which one(s)/how long?
 - Had contact with German speakers

- Have you studied any other foreign languages before? If so, which ones? And do you speak any languages at home? If so, which ones?
- What brings you to this German class? In other words, what interests you the most in learning German?
- If you have studied German before, what do you like the most about (learning) the language?
- Is there anything else that you would like me to know about you?
- Why are you studying abroad?
- What makes you anxious/worried about studying abroad? (E.g., international safety, language skills, or nothing)
- What excites you the most about studying abroad? (E.g., speaking the language, living in the culture, eating new food, traveling, making new friends, etc.)

Cultural survey

Instructions

This section of the survey inquires about your own personal culture and preferences. Again, respond with as much detail as possible in the text boxes.

Sample screen view

This section of the survey inquires about your own personal culture and preferences. Again, respond with as much detail as possible in the text boxes.

Describe your own personal culture in 3 sentences.

How would you describe yourself based on the following qualities? Mark the box next to the statement and support your answers with a few sentences.

1. I am accepting of opinions that differ from my own.

Not at all Somewhat Yes Definitely

Additional information you may want to provide:

This section of the survey inquires about your own personal culture and preferences. Again, respond with as much detail as possible in the text boxes.

Describe your own personal culture in 3 sentences.

How would you describe yourself based on the following qualities? Mark the box next to the statement and support your answers with a

Questions

- Describe your own personal culture in 3 sentences.

- How would you describe yourself based on the following qualities? Mark the box next to the statement and support your answers with a few sentences.
1. I am accepting of opinions that differ from my own.
 - ☐ Not at all
 - ☐ Somewhat
 - ☐ Yes
 - ☐ Definitely
 - Additional information you may want to provide:
 2. I identify as a US-American.
 - ☐ Not at all
 - ☐ Somewhat
 - ☐ Yes
 - ☐ Definitely
 - Additional information you may want to provide:
 3. I consider myself a global citizen meaning I feel at home in different countries and feel I have the right to live wherever I choose to.
 - ☐ Not at all
 - ☐ Somewhat
 - ☐ Yes
 - ☐ Definitely
 - Additional information you may want to provide:
 4. I am a Texan.
 - ☐ Not at all
 - ☐ Somewhat
 - ☐ Yes
 - ☐ Definitely
 - Additional information you may want to provide:
 5. I am friends with German speakers.
 - ☐ Not at all
 - ☐ Somewhat
 - ☐ Yes
 - ☐ Definitely
 - Additional information you may want to provide:
 6. I am eager to speak German outside of class.
 - ☐ Not at all
 - ☐ Somewhat
 - ☐ Yes
 - ☐ Definitely
 - Additional information you may want to provide:

Cultural competence – Lifestyle

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Questions

- Most people prefer to pay with cash over a credit card.
- Most people use air conditioning and think it is an important feature to have in a building.
- Nudity is a part of everyday life and it is normal to see nudity on TV, in advertisements, or even at a park/lake.
- Having access to clean water in public, e.g., water fountains, is important.
- Traffic lights are not so important and most people “jay-walk” or cross the street no matter if the light is green or red.
- It is typical to see people working on their laptops and/or on their phones in public and at restaurants/cafes.
- Most people go to college after high school.
- It is important to recycle and divide your trash based on materials.
- If you are sick, you go to the doctor.
- Drinking alcohol is a normal part of life.

Cultural competence – Food & etiquette

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

		Answer			
		Definitely No	No	Yes	Definitely Yes
Germany					
The United States					

		Answer			
		Definitely No	No	Yes	Definitely Yes
Germany					
The United States					

		Answer			
		Definitely No	No	Yes	Definitely Yes
Germany					
The United States					

Questions

- When you go to out to eat, you are expected to finish all of your food.
- Most people ask for a to-go box at the end of a meal if they haven't finished it.
- When you go out to eat, you wait for a host/hostess to seat you.
- You usually tip your server 15-20% if they did a good job.
- If your food comes out and is not to your liking, i.e., undercooked and or cold, you can send it back to the chef.
- Most people take an afternoon break from work/studying to eat cake and drink coffee.
- Most people take their time when they go out to eat and do not like being rushed by the server to eat and leave.
- Most people use a knife and fork to eat finger-foods, e.g., pizza and chicken wings, and only their hands to do so when they are at home or with close company.
- Children are taught how to properly eat with a fork and knife, with the utensils staying in their hands until the meal is over.
- Most people chew with their mouths closed and place their napkins in their lap.

Cultural competence – Interpersonal relationships

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Questions

- Engaging in small talk is a regular aspect of everyday life.
- Living together before marriage is a normal step in romantic relationships.
- Most people are comfortable discussing their health in detail with friends and acquaintances.
- Dating, getting married and having children is a common path in life for many people.
- Most people have a small but close group of friends.
- Making plans and following through with those plans, e.g., saying “we should grab a coffee sometime!” and then going a few days later to get a coffee, is an important aspect of friendship.
- It is appropriate to hug someone as a greeting the first time you meet them.
- Most people live close to home so as to be close to family.
- Humor is an important aspect of friendships.

- Most people use honorifics (titles of respect, e.g., Mr./Mrs./Dr.) when addressing people.

Cultural competence – Politics

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

The image shows a sample screen view of a survey application. It displays three statements for evaluation by Germany and The United States. The statements are:

- There is a strong separation between church and state.
- The debate between pro-life and pro-choice is a common theme in politics.
- The death penalty is often debated.

For each statement, there is a table with columns for 'Definitely No', 'No', 'Yes', and 'Definitely Yes'. The rows are for 'Germany' and 'The United States'. The application is shown on a desktop screen and a mobile phone screen.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Questions

- There is a strong separation between church and state.
- The debate between pro-life and pro-choice is a common theme in politics.
- The death penalty is often debated.
- Political campaigns and advertisements can be seen all over the city and at the university.
- Most people enjoy engaging in conversations about international and national politics.
- Guns and gun violence is a common theme in the media.
- Most people view laws and regulations as important aspects of society that one should follow.
- The police are respected and seen as the protectors of society.

- Politicians usually put the needs of the people first and can be trusted to make responsible decisions.
- One’s political beliefs are a large part of their identity.

Cultural competence – Religion

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

The image shows a sample screen view of a survey application. It displays three statements about religion and their application to Germany and the United States. Each statement has a table with four columns: 'Definitely No', 'No', 'Yes', and 'Definitely Yes'. The first statement is 'Religion is an important part of everyday life.' The second statement is 'Religion plays a large role in politics and often influences elections.' The third statement is 'Your religion is a major part of your identity.'

	Definitely No	No	Yes	Definitely Yes
Germany				
The United States				

	Definitely No	No	Yes	Definitely Yes
Germany				
The United States				

	Definitely No	No	Yes	Definitely Yes
Germany				
The United States				

Questions

- Religion is an important part of everyday life.
- Religion plays a large role in politics and often influences elections.
- Your religion is a major part of your identity.
- People are welcoming of religions that differ from their own.
- Religious monuments and landmarks are commonly seen in cities and around town.
- Anti-religious groups have a strong and vocal presence in the public sphere.
- Most people think religion is a benefit to society.

- Most people view Islam as a threat to their society and more akin to a political movement than religion.
- Religion is not a part of public school education.
- It is unusual to see people praying in public.

Cultural competence – Language

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

The image shows a sample screen view of a survey application. It consists of two main sections, each containing a statement and a response grid for Germany and The United States.

Statement 1: Most people view speaking with little to no grammatical mistakes as a sign of intelligence.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Statement 2: Speaking a strong dialect is stigmatized.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Statement 3: Dialects are regionally defined and are closely connected to identity.

The second screen shows a scrollable list of statements, with the first statement being the same as the first statement on the first screen. The response grid for the second statement is partially visible.

Questions

- Most people view speaking with little to no grammatical mistakes as a sign of intelligence.
- Speaking a strong dialect is stigmatized.
- Dialects are regionally defined and are closely connected to identity.
- People are usually proud of their dialect and rarely assimilate to the standard language variety.
- Most people are proficient in at least one foreign language, if not more.
- Your grammar and pronunciation do not necessarily matter, as long as you are comprehensible when you speak.

- Several dialects and even foreign languages can be heard on the street in most towns and cities.
- I can easily differentiate between the different dialects in Germany and in the USA. If you answer “yes” or “definitely yes,” please list the various dialects and where they are geographically as well as their typical linguistic markers, e.g., “y’all” for southern speech.
- I am aware of the stereotypes associated with various German and US-American dialects. If you answer “yes” or “definitely yes,” please list the various dialects and the stereotypes associated with them.
- I speak a dialect of German and US-American English. If you answer “yes” or “definitely yes,” please elaborate on the dialect you speak for each country.

Cultural competence – Sports

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

The image shows a sample screen view of a survey application. It consists of two parts: a desktop view on the left and a mobile phone view on the right. Both views display a survey with two statements and a table for responses.

Desktop View:

Statement 1: National sports teams unify the country and are a source of pride.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Statement 2: Participating in sports is a good way to develop leadership and team-building skills.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Statement 3: Most people grow up playing sports, either in a club or at school.

Mobile Phone View:

The mobile view shows the same survey content but adapted for a smaller screen. It includes a status bar at the top showing signal strength, Wi-Fi, and 100% battery. The statements and tables are visible, though partially cut off at the bottom of the screen.

Questions

- National sports teams unify the country and are a source of pride.

- Participating in sports is a good way to develop leadership and team-building skills.
- Most people grow up playing sports, either in a club or at school.
- Most sports fans indicate which team they support by wearing clothes/hats with their logo on it.
- People take sports as seriously as they do religion.
- Being a fan of a certain team plays a large role in your identity.
- There are stereotypes associated with fans of certain sports teams.
- Watching sports and/or going to games with friends is common.
- College sports play a large role in university life.
- German sports fans and US-American sports fans are different.

Appendix B

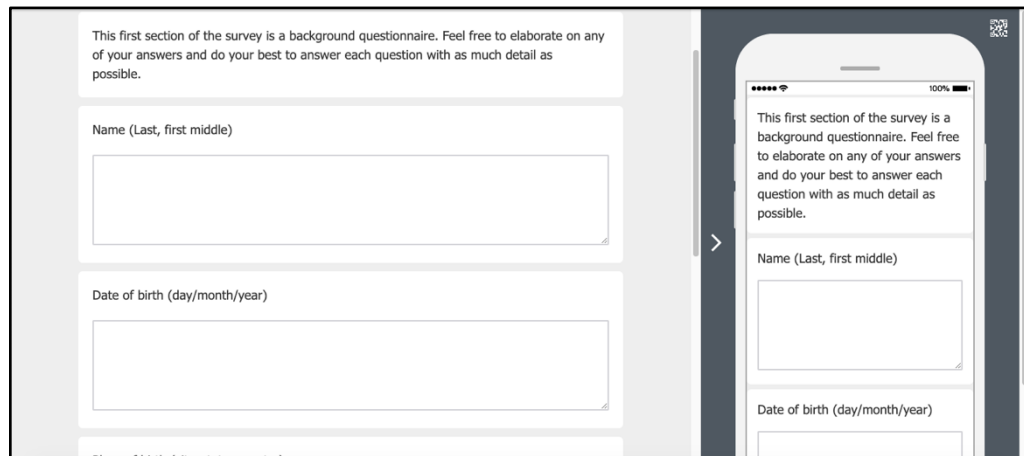
INTRODUCTORY SURVEY: AH PARTICIPANTS

Background Information

Instructions

This first section of the survey is a background questionnaire. Feel free to elaborate on any of your answers and do your best to answer each question with as much detail as possible.

Sample screen view

The image displays two versions of a survey screen. On the left is a desktop view, and on the right is a mobile phone view. Both screens show the same content: a title, instructions, and two input fields. The desktop version has a light gray background, while the mobile version has a dark blue background. The input fields are white with rounded corners and a small blue icon in the bottom right corner. The mobile view also shows a status bar at the top with signal strength, Wi-Fi, and 100% battery. A QR code is visible in the top right corner of the mobile screen.

This first section of the survey is a background questionnaire. Feel free to elaborate on any of your answers and do your best to answer each question with as much detail as possible.

Name (Last, first middle)

Date of birth (day/month/year)

Questions

- Name (Last, first middle)
- Date of birth (day/month/year)
- Place of birth (city, state, country)
- Hometown
- Current address (USA)
- Phone number
- Email address
- Gender
- Ethnicity
- Family ancestry/heritage
- Religious affiliation, e.g., Christian-Catholic, Protestant-Lutheran
- Major/minor

- Year of study
- Have you ever lived outside of the United States? If yes, where and how long? What were you doing there? List all places.
- What would you call your “home” culture? E.g., Midwestern, Tejano, Southern, etc.
- What cultures were you exposed to in your family growing up?
- What languages did you speak growing up?
- What languages did you hear spoken in your family growing up?
- What cultures and languages were in your neighborhood growing up?
- What cultural prejudices/stereotypes have you personally experienced while living in the United States?
- What extra-curricular activities did you participate in growing up? E.g., performing arts, sports, etc.?
- What kinds of sports do you watch? With whom?
- Which sports teams are you a fan of? What kind of fan are you?
- Did you watch Soccer World Cup this summer? Why? Who did you root for?
- Describe your living situation in Austin, e.g., single dorm room, dorm suite with other students, co-op, homestay, etc.
- If you live with other German students, how much interaction do you have with them and what percentage of the time did you speak in German and English?

Media Consumption

Instructions

This section of the survey asks about your media consumption. Again, be as honest and detailed as possible.

Sample screen view

This section of the survey asks about your media consumption. Again, be as honest and detailed as possible.

How many minutes/hours per day do you use the following devices?

☐ Cellphone

☐ Laptop

☐ iPad

☐ E-Reader

☐ Other

How many minutes/hours per day do you spend on the following programs?

☐ Netflix

☐ Other streaming programs (specify)

☐ Twitter

☐ Reddit

☐ Instagram

☐ Facebook

Questions

- How many minutes/hours per day do you use the following devices?
 - Cellphone
 - Laptop
 - iPad
 - E-Reader
 - Other
- How many minutes/hours per day do you spend on the following programs?
 - Netflix
 - Other streaming programs (specify)
 - Twitter
 - Reddit
 - Instagram
 - Facebook
 - Reddit
 - Duolingo
 - Email
 - Texting (iMessage/WhatsApp)
 - News App (NY Times, Washington Post, etc.)
 - Gossip App (People, TMZ, etc.)
 - Pinterest
 - Other App (specify)
- What apps/programs do you use in a foreign language? These can also be shows that you stream. Include how many minutes and/or hours per day.

- What apps/programs do you use in English? These can also be shows that you stream. Include how many minutes and/or hours per day.

Daily life

Instructions

This section of the survey asks about your daily routine. If your routine differs now that you are in school, make note of what is different and why. You may also include what you would *normally* do if you were back at home, but make sure this is clear through your text.

Sample screen view

This section of the survey asks about your daily routine. If your routine differs now that you are in Germany, make note of what is different and why. You may also include what you would *normally* do if you were back at home, but make sure this is clear through your text.

How many times a week do you cook for yourself?

Where do you find your recipes? E.g., self taught, family, Pinterest, the Food Network etc.

What kinds of food do you usually prepare for yourself? E.g., frozen pizza, salad, yogurt

Questions

- How many times a week do you cook for yourself?
- Where do you find your recipes? E.g., self taught, family, Pinterest, the Food Network etc.
- What kinds of food do you usually prepare for yourself? E.g., frozen pizza, salad, yogurt with granola etc.
- What do you usually prepare for breakfast?
- What is a typical lunch?
- What would you typically cook for dinner?

Language Survey

Instructions

This is a language background survey. It is administered to all students enrolled in a German course at UT. Feel free to elaborate on any/all of your responses.

Sample screen view

The image displays a sample screen view of the Language Survey form, showing both a desktop and a mobile version. The desktop version on the left is a web form with the following sections:

- Introduction:** "This is a language background survey. It is administered to all students enrolled in a German course at UT. Feel free to elaborate on any/all of your responses."
- What determined you to enroll in this course?**
 - ☐ Continued UT German Course #
 - ☐ Took UT German Placement exam. When did you take it?
 - ☐ Was advised by college advisor to take course
 - ☐ Self-placed
 - ☐ Other:
- Please check all instructional experiences you have had in learning German:**
 - ☐ UT German courses:
 - ☐ German high school courses: how many years/how many years ago?
 - ☐ Other German language courses/programs:
- Please check all experiences in which you have had contact with the German language:**
 - ☐ Grew up in German-Speaking family

The mobile version on the right is a simplified version of the same form, displayed on a smartphone screen. It includes the same introduction and the first section on enrollment, but the subsequent sections are partially obscured or simplified for a smaller screen.

Questions

- What determined you to enroll in this course?
 - Continued UT German Course #
 - Took UT German Placement exam. When did you take it?
 - Was advised by college advisor to take course
 - Self-placed
 - Other:
- Please check all instructional experiences you have had in learning German:
 - UT German courses:
 - German high school courses: how many years/how many years ago?
 - Other German language courses/programs:
- Please check all experiences in which you have had contact with the German language:
 - Grew up in German-Speaking family
 - Lived in a German-speaking country. Where and for how long?
 - Traveled to a German-speaking country. Which one(s)/how long?
 - Had contact with German speakers

- Have you studied any other foreign languages before? If so, which ones? And do you speak any languages at home? If so, which ones?
- What brings you to this German class? In other words, what interests you the most in learning German?
- If you have studied German before, what do you like the most about (learning) the language?
- Is there anything else that you would like me to know about you?
- Why would you want to study abroad in Germany?
- Why did you decide to *not* study abroad instead take GER 612 at UT's Austin campus?
- What makes you anxious/worried about the prospect of studying abroad? (E.g., international safety, language skills, or nothing)
- What excites you the most about the prospect of studying abroad? (E.g., speaking the language, living in the culture, eating new food, traveling, making new friends, etc.)

Cultural survey

Instructions

This section of the survey inquires about your own personal culture and preferences. Again, respond with as much detail as possible in the text boxes.

Sample screen view

This section of the survey inquires about your own personal culture and preferences. Again, respond with as much detail as possible in the text boxes.

Describe your own personal culture in 3 sentences.

How would you describe yourself based on the following qualities? Mark the box next to the statement and support your answers with a few sentences.

1. I am accepting of opinions that differ from my own.

Not at all Somewhat Yes Definitely

Additional information you may want to provide:

Questions

- Describe your own personal culture in 3 sentences.
- How would you describe yourself based on the following qualities? Mark the box next to the statement and support your answers with a few sentences.
 1. I am accepting of opinions that differ from my own.
 - ☐ Not at all
 - ☐ Somewhat
 - ☐ Yes
 - ☐ Definitely
 - Additional information you may want to provide:
 2. I identify as a US-American.
 - ☐ Not at all
 - ☐ Somewhat
 - ☐ Yes
 - ☐ Definitely
 - Additional information you may want to provide:
 3. I consider myself a global citizen meaning I feel at home in different countries and feel I have the right to live wherever I choose to.
 - ☐ Not at all
 - ☐ Somewhat
 - ☐ Yes
 - ☐ Definitely
 - Additional information you may want to provide:
 4. I am a Texan.
 - ☐ Not at all
 - ☐ Somewhat
 - ☐ Yes
 - ☐ Definitely
 - Additional information you may want to provide:
 5. I am friends with German speakers.
 - ☐ Not at all
 - ☐ Somewhat
 - ☐ Yes
 - ☐ Definitely
 - Additional information you may want to provide:
 6. I am eager to speak German outside of class.
 - ☐ Not at all
 - ☐ Somewhat
 - ☐ Yes
 - ☐ Definitely
 - Additional information you may want to provide:

Cultural competence – Lifestyle

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

The image shows a sample screen view of a survey application. It features three survey questions, each with a table for responses for Germany and The United States. The questions are:

- Most people prefer to pay with cash over a credit card.
- Most people use air conditioning and think it is an important feature to have in a building.
- Nudity is a part of everyday life and it is normal to see nudity on TV, in advertisements, or even at a park/lake.

Each question has a table with columns for 'Definitely No', 'No', 'Yes', and 'Definitely Yes'. The rows are for 'Germany' and 'The United States'. The interface also includes a navigation bar on the right with a back arrow and a forward arrow.

Questions

- Most people prefer to pay with cash over a credit card.
- Most people use air conditioning and think it is an important feature to have in a building.
- Nudity is a part of everyday life and it is normal to see nudity on TV, in advertisements, or even at a park/lake.
- Having access to clean water in public, e.g., water fountains, is important.
- Traffic lights are not so important and most people “jay-walk” or cross the street no matter if the light is green or red.
- It is typical to see people working on their laptops and/or on their phones in public and at restaurants/cafes.
- Most people go to college after high school.
- It is important to recycle and divide your trash based on materials.
- If you are sick, you go to the doctor.
- Drinking alcohol is a normal part of life.

Cultural competence – Food & etiquette

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

When you go to out to eat, you are expected to finish all of your food.	
	Answer
	Definitely No No Yes Definitely Yes
Germany	<input type="text"/>
The United States	<input type="text"/>

Most people ask for a to-go box at the end of a meal if they haven't finished it.	
	Answer
	Definitely No No Yes Definitely Yes
Germany	<input type="text"/>
The United States	<input type="text"/>

When you go out to eat, you wait for a host/hostess to seat you.	
	Answer
	Definitely No No Yes Definitely Yes
Germany	<input type="text"/>
The United States	<input type="text"/>

Questions

- When you go to out to eat, you are expected to finish all of your food.
- Most people ask for a to-go box at the end of a meal if they haven't finished it.
- When you go out to eat, you wait for a host/hostess to seat you.
- You usually tip your server 15-20% if they did a good job.
- If your food comes out and is not to your liking, i.e., undercooked and or cold, you can send it back to the chef.
- Most people take an afternoon break from work/studying to eat cake and drink coffee.
- Most people take their time when they go out to eat and do not like being rushed by the server to eat and leave.
- Most people use a knife and fork to eat finger-foods, e.g., pizza and chicken wings, and only their hands to do so when they are at home or with close company.
- Children are taught how to properly eat with a fork and knife, with the utensils staying in their hands until the meal is over.
- Most people chew with their mouths closed and place their napkins in their lap.

Cultural competence – Interpersonal relationships

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

The image displays two versions of a survey application. The desktop version on the left shows three survey items, each with a table for responses from Germany and The United States. The mobile version on the right shows the same survey items in a vertical, scrollable format.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Engaging in small talk is a regular aspect of everyday life.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Living together before marriage is a normal step in romantic relationships.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Most people are comfortable discussing their health in detail with friends and acquaintances.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Questions

- Engaging in small talk is a regular aspect of everyday life.
- Living together before marriage is a normal step in romantic relationships.
- Most people are comfortable discussing their health in detail with friends and acquaintances.
- Dating, getting married and having children is a common path in life for many people.
- Most people have a small but close group of friends.
- Making plans and following through with those plans, e.g., saying “we should grab a coffee sometime!” and then going a few days later to get a coffee, is an important aspect of friendship.
- It is appropriate to hug someone as a greeting the first time you meet them.
- Most people live close to home so as to be close to family.
- Humor is an important aspect of friendships.

- Most people use honorifics (titles of respect, e.g., Mr./Mrs./Dr.) when addressing people.

Cultural competence – Politics

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

The image shows a sample screen view of a survey application. On the left is a desktop view, and on the right is a mobile phone view. Both screens display a survey with three statements and a response grid for Germany and The United States.

Desktop View:

Statement 1: There is a strong separation between church and state.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Statement 2: The debate between pro-life and pro-choice is a common theme in politics.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Statement 3: The death penalty is often debated.

Mobile View:

Statement 1: There is a strong separation between church and state.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Statement 2: The debate between pro-life and pro-choice is a common theme in politics.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Statement 3: The death penalty is often debated.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Questions

- There is a strong separation between church and state.
- The debate between pro-life and pro-choice is a common theme in politics.
- The death penalty is often debated.
- Political campaigns and advertisements can be seen all over the city and at the university.
- Most people enjoy engaging in conversations about international and national politics.
- Guns and gun violence is a common theme in the media.
- Most people view laws and regulations as important aspects of society that one should follow.
- The police are respected and seen as the protectors of society.

- Politicians usually put the needs of the people first and can be trusted to make responsible decisions.
- One's political beliefs are a large part of their identity.

Cultural competence – Religion

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what 'someone' has told you, etc.

Sample screen view

The image shows a sample screen view of a survey application. It displays three statements about religion and their application to Germany and the United States. Each statement has a table with columns for 'Definitely No', 'No', 'Yes', and 'Definitely Yes'.

	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Religion is an important part of everyday life.

	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Religion plays a large role in politics and often influences elections.

	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Your religion is a major part of your identity.

Questions

- Religion is an important part of everyday life.
- Religion plays a large role in politics and often influences elections.
- Your religion is a major part of your identity.
- People are welcoming of religions that differ from their own.
- Religious monuments and landmarks are commonly seen in cities and around town.
- Anti-religious groups have a strong and vocal presence in the public sphere.
- Most people think religion is a benefit to society.

- Most people view Islam as a threat to their society and more akin to a political movement than religion.
- Religion is not a part of public school education.
- It is unusual to see people praying in public.

Cultural competence – Language

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

Most people view speaking with little to no grammatical mistakes as a sign of intelligence.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Speaking a strong dialect is stigmatized.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Dialects are regionally defined and are closely connected to identity.

Next

Questions

- Most people view speaking with little to no grammatical mistakes as a sign of intelligence.
- Speaking a strong dialect is stigmatized.
- Dialects are regionally defined and are closely connected to identity.
- People are usually proud of their dialect and rarely assimilate to the standard language variety.
- Most people are proficient in at least one foreign language, if not more.
- Your grammar and pronunciation do not necessarily matter, as long as you are comprehensible when you speak.

- Several dialects and even foreign languages can be heard on the street in most towns and cities.
- I can easily differentiate between the different dialects in Germany and in the USA. If you answer “yes” or “definitely yes,” please list the various dialects and where they are geographically as well as their typical linguistic markers, e.g., “y’all” for southern speech.
- I am aware of the stereotypes associated with various German and US-American dialects. If you answer “yes” or “definitely yes,” please list the various dialects and the stereotypes associated with them.
- I speak a dialect of German and US-American English. If you answer “yes” or “definitely yes,” please elaborate on the dialect you speak for each country.

Cultural competence – Sports

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

The image displays two versions of a survey application interface. The desktop version on the left shows a table for two statements, each with response options for Germany and The United States. The mobile version on the right shows the same interface adapted for a smartphone screen.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Most people grow up playing sports, either in a club or at school.

Questions

- National sports teams unify the country and are a source of pride.

- Participating in sports is a good way to develop leadership and team-building skills.
- Most people grow up playing sports, either in a club or at school.
- Most sports fans indicate which team they support by wearing clothes/hats with their logo on it.
- People take sports as seriously as they do religion.
- Being a fan of a certain team plays a large role in your identity.
- There are stereotypes associated with fans of certain sports teams.
- Watching sports and/or going to games with friends is common.
- College sports play a large role in university life.
- German sports fans and US-American sports fans are different.

Appendix C

MID-PROGRAM SURVEY: SA PARTICIPANTS

Self-assessment

Instructions

This survey asks you to assess your performance as a student in GER 612. Remember, I as the researcher am the only one who will see the results from this survey and will not share them with your instructor. Check the box under each assessment that best describes your involvement as a student in GER 612. Write a few sentences to support your answer.

Sample screen view

The image displays two versions of a survey interface. On the left is a desktop view, and on the right is a mobile phone view. Both screens show the same content: a title bar, a paragraph of instructions, a list of assessment items with four radio button options, and a text area for additional information.

Desktop View Content:

- Title: This survey asks you to assess your performance as a student in GER 612. Remember, I as the researcher am the only one who will see the results from this survey and will not share them with your instructor.
- Instructions: Check the box under each assessment that best describes your involvement as a student in GER 612. Write a few sentences to support your answer.
- Assessment Item 1: I make an effort to speak German consistently in the classroom.
- Options: Not at all, Somewhat, Yes, Definitely (each with a radio button).
- Additional information you may want to provide: (text area)

Mobile View Content:

- Title: This survey asks you to assess your performance as a student in GER 612. Remember, I as the researcher am the only one who will see the results from this survey and will not share them with your instructor.
- Instructions: Check the box under each assessment that best describes your involvement as a student in GER 612. Write a few sentences to support your answer.
- Assessment Item 1: I make an effort to speak German consistently in the classroom.
- Options: Not at all (radio button selected), Somewhat, Yes, Definitely.

Questions

- I make an effort to speak German consistently in the classroom.
 - Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide:
- I am alert and stay on task for all in-class activities, e.g., grammar instruction, listening comprehension, writing tasks, etc.

- Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide:
- I participate actively in group discussions.
 - Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide:
- I speak German outside of the classroom.
 - Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide, e.g., clarify with whom you speak German outside of class, how often and in which situations.
- I complete all the readings before class, learn new vocabulary and research new structures.
 - Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide:
- I come to class prepared and use new structures and vocabulary.
 - Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide:
- My homework is completed carefully, correctly, and on time.
 - Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide:
- I attend class and arrive on time.
 - Not at all
 - Somewhat
 - Yes

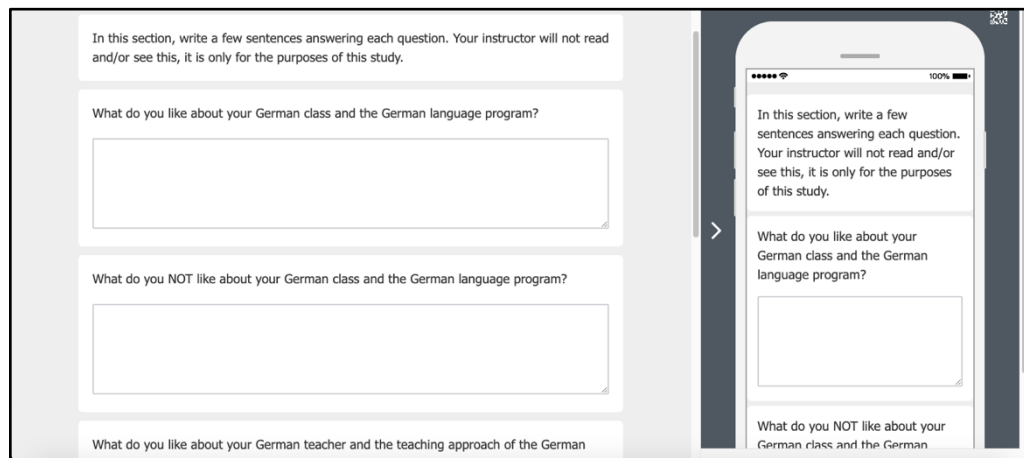
- Definitely
 - Additional information you may want to provide:

Program/instructor assessment

Instructions

In this section, write a few sentences answering each question. Your instructor will not read and/or see this, it is only for the purposes of this study.

Sample screen view



The image displays a sample screen view of the assessment interface, showing a desktop and mobile view. The desktop view on the left contains the following text and form fields:

In this section, write a few sentences answering each question. Your instructor will not read and/or see this, it is only for the purposes of this study.

What do you like about your German class and the German language program?

What do you NOT like about your German class and the German language program?

What do you like about your German teacher and the teaching approach of the German

The mobile view on the right shows the same interface scaled for a smartphone screen, with a status bar at the top indicating 100% battery and signal strength. The questions and form fields are visible, though partially cut off at the bottom.

Questions

- What do you like about your German class and the German language program?
- What do you NOT like about your German class and the German language program?
- What do you like about your German teacher and the teaching approach of the German language program?
- What do you NOT like about your German teacher and the teaching approach of the German language program?

Appendix D

MID-SEMESTER SURVEY: AH PARTICIPANTS

Self-assessment

Instructions

This survey asks you to assess your performance as a student in GER 612. Remember, I as the researcher am the only one who will see the results from this survey and will not share them with your instructor. Check the box under each assessment that best describes your involvement as a student in GER 612. Write a few sentences to support your answer.

Sample screen view

The image displays two versions of a survey interface. The left version is a desktop layout with a light gray background. It contains a text box with instructions, a list of assessment items with four radio button options (Not at all, Somewhat, Yes, Definitely), and a text area for additional information. The right version is a mobile layout shown on a smartphone screen, with a dark blue background. It displays the same survey content in a condensed format, including the instructions, the assessment item, and the response options.

Questions

- I make an effort to speak German consistently in the classroom.
 - Not at all
 - Somewhat
 - Yes
 - Definitely
- I am alert and stay on task for all in-class activities, e.g., grammar instruction, listening comprehension, writing tasks, etc.

- Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide:
- I participate actively in group discussions.
 - Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide:
- I speak German outside of the classroom.
 - Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide, e.g., clarify with whom you speak German outside of class, how often and in which situations.
- I complete all the readings before class, learn new vocabulary and research new structures.
 - Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide:
- I come to class prepared and use new structures and vocabulary.
 - Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide:
- My homework is completed carefully, correctly, and on time.
 - Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide:
- I attend class and arrive on time.
 - Not at all
 - Somewhat
 - Yes

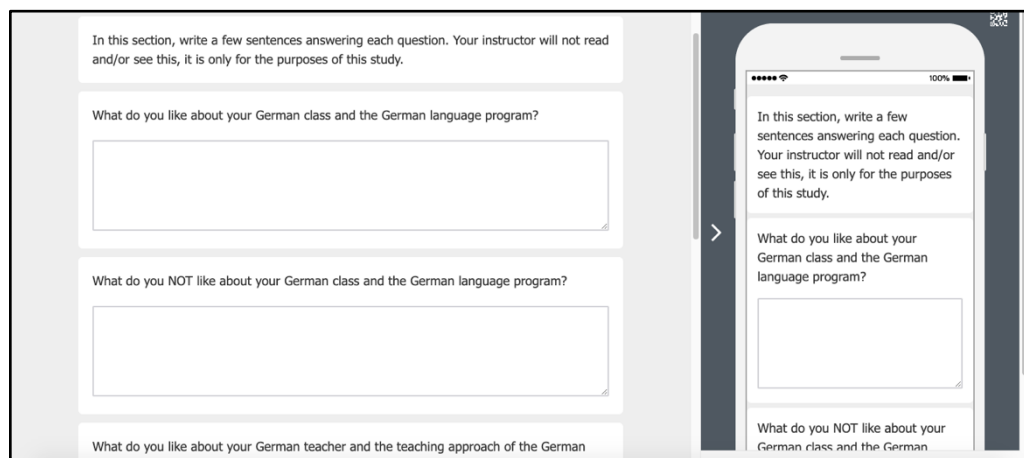
- Definitely
 - Additional information you may want to provide:

Program/instructor assessment

Instructions

In this section, write a few sentences answering each question. Your instructor will not read and/or see this, it is only for the purposes of this study.

Sample screen view



The image displays a sample screen view of the assessment interface, showing a desktop and mobile view. The desktop view on the left contains the following text and form fields:

In this section, write a few sentences answering each question. Your instructor will not read and/or see this, it is only for the purposes of this study.

What do you like about your German class and the German language program?

[Text input field]

What do you NOT like about your German class and the German language program?

[Text input field]

What do you like about your German teacher and the teaching approach of the German

The mobile view on the right shows the same interface scaled for a smartphone screen, with a status bar at the top indicating 100% battery and signal strength. The questions and input fields are visible in a vertical layout.

Questions

- What do you like about your German class and the German language program?
- What do you NOT like about your German class and the German language program?
- What do you like about your German teacher and the teaching approach of the German language program?
- What do you NOT like about your German teacher and the teaching approach of the German language program?

Appendix E

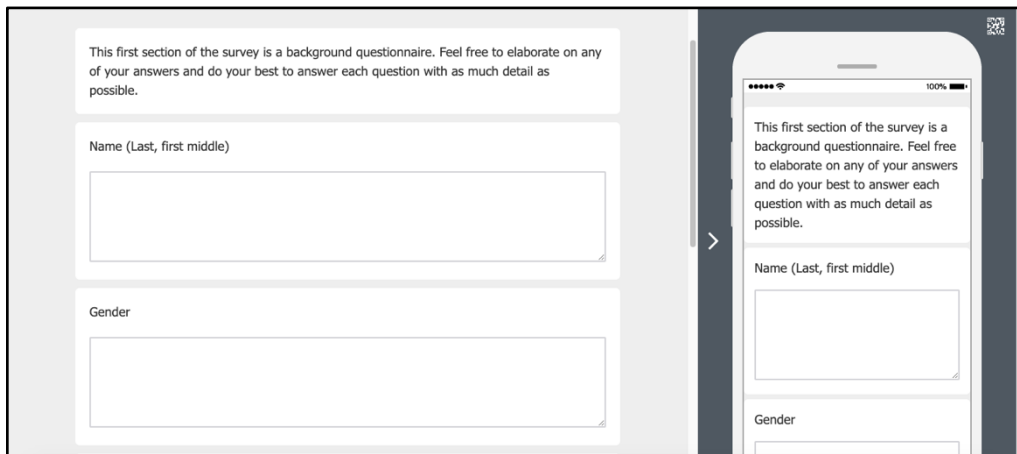
END OF SEMESTER SURVEY: SA PARTICIPANTS

Background Information

Instructions

This first section of the survey is a background questionnaire. Feel free to elaborate on any of your answers and do your best to answer each question with as much detail as possible.

Sample screen view

The image shows two side-by-side mockups of a survey screen. The left mockup is a desktop view, and the right is a mobile view. Both screens display the same content: a text box with instructions, followed by a text input field for 'Name (Last, first middle)', and then a text input field for 'Gender'. The mobile view includes a status bar at the top showing signal strength, Wi-Fi, and 100% battery, and a QR code in the top right corner. A right arrow is visible between the two mockups.

Questions

- Name (Last, first middle)
- Gender
- Ethnicity
- Religious affiliation, e.g., Christian-Catholic, Protestant-Lutheran
- What would you call your “home” culture? E.g., Midwestern, Tejano, Southern, etc.
- What cultural prejudices/stereotypes have you personally experienced *while* studying abroad this summer? Did these experiences happen in Würzburg? Explain.
- Did you participate in any extra-curricular activities while studying abroad this summer? E.g., performing arts, sports, etc.?
- Did you watch the Soccer World Cup? With whom?

- What dorm did you live in while studying abroad in Würzburg? Was it a positive experience? Explain why/why not.
- If you lived with other German students, how much interaction did you have with them and what percentage of the time did you speak in German and English?
- How would you rate your study abroad experience in Würzburg?
 - Excellent
 - Very good
 - Satisfactory
 - Unsatisfactory
 - Very unsatisfactory
 - Explain your rating of the Würzburg program.
- How would you rate the Würzburg program director?
 - Excellent
 - Very good
 - Satisfactory
 - Unsatisfactory
 - Very unsatisfactory
 - Explain your rating of the Würzburg program director.
- How would you rate your living situation in Würzburg program?
 - Excellent
 - Very good
 - Satisfactory
 - Unsatisfactory
 - Very unsatisfactory
 - Explain your rating of your living situation in Würzburg.
- How would you rate the weekend excursions?¹
 - Excellent
 - Very good
 - Satisfactory
 - Unsatisfactory
 - Very unsatisfactory
 - Explain your rating of the weekend excursions.
- How would you rate the Berlin trip?
 - Excellent
 - Very good
 - Satisfactory
 - Unsatisfactory
 - Very unsatisfactory
 - Explain your rating of the Berlin trip.

¹ In the original document, I named the tour guide, but I left their name out on this version in order to protect their identity.

- Are you enrolled in a German course at UT for the fall 2018 semester?
 - Yes
 - No
 - Undecided
- Do you plan on continuing speaking German when you return to the US?
 - Yes
 - No
 - Undecided
- Are you planning on returning to Germany/a German speaking country?
 - Yes
 - No
 - Undecided
 - For what purpose? E.g., graduate school, vacation, visit friends/family, work, start your career, etc.
- Did participating in the Würzburg study abroad program inspire you to change your major, e.g., to Germanic Studies?
 - Yes
 - No
 - Undecided
 - Explain your answer.
- Did participating in the Würzburg study abroad program inspire you go to graduate school in Germany?
 - Yes
 - No
 - Undecided
 - Explain your answer.
- How would you describe your overall study abroad experience?

Media Consumption

Instructions

This section of the survey asks about your media consumption. Again, be as honest and detailed as possible.

Sample screen view

This section of the survey asks about your media consumption. Again, be as honest and detailed as possible.

Did your amount of media consumption increase, decrease, or stay about the same during your time abroad? Explain.

0% 100%

Report Abuse

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Question

- Did your amount of media consumption increase, decrease, or stay about the same during your time abroad? Explain.

Daily life

Instructions

This section of the survey asks about your daily routine *while living in Würzburg*.

Feel free to expand and explain your answers when you feel it necessary.

Sample screen view

This section of the survey asks about your daily routine *while living in Würzburg*. Feel free to expand and explain your answers when you feel it necessary.

How many times a week did you cook for yourself?

Where did you find your recipes? E.g., self taught, family, Pinterest, the Food Network etc.

What kinds of food did you usually prepare for yourself? E.g., frozen pizza, salad, yogurt

Questions

- How many times a week did you cook for yourself?
- Where did you find your recipes? E.g., self taught, family, Pinterest, the Food Network etc.
- What kinds of food did you usually prepare for yourself? E.g., frozen pizza, salad, yogurt with granola etc.
- What did you usually prepare for breakfast?
- What was a typical lunch?
- What would you typically cook for dinner?
- Did your eating habits differ from your eating habits in the USA? E.g., did you eat at about the same time and also the same foods? Why/why not?

Life in Würzburg

Instructions

This section inquires about your experiences *abroad*. Again, feel free to elaborate and expand when necessary.

Sample screen view

The image shows a sample screen view of a mobile application. On the left is a desktop-style layout, and on the right is a mobile phone screen displaying the same content. The desktop layout includes a header with instructions, followed by a question 'Did you make friends in Würzburg?' with a text input field, then another question 'How many friends did you make? Were they all German speaking?' with a text input field, and a partially visible question at the bottom: 'How did making friends in Würzburg compare to your experiences making friends in'. The mobile phone screen shows the same content but with a different aspect ratio, including a status bar at the top with signal strength, Wi-Fi, and 100% battery. A QR code is visible in the top right corner of the mobile screen.

Questions

- Did you make friends in Würzburg?
- How many friends did you make? Were they all German speaking?
- How did making friends in Würzburg compare to your experiences making friends in Austin?
- How would you compare your friendships here (with German speakers) to those in the USA?

- Did you travel outside of Würzburg during your time abroad? Why/why not?
- List all of the places you traveled, with whom and for how long. Why did you pick these places?

Cultural survey

Instructions

This section of the survey inquires about your own personal culture and preferences. Again, respond with as much detail as possible in the text boxes.

Sample screen view

The image displays two versions of a survey interface. On the left is a desktop view, and on the right is a mobile view. Both versions contain the following text and form elements:

- Introductory text: "This section of the survey inquires about your own personal culture and preferences. Again, respond with as much detail as possible in the text boxes."
- Text prompt: "Describe your own personal culture in 3 sentences."
- Form: A large rectangular text box for the response.
- Second text prompt: "How would you describe yourself based on the following qualities? Mark the box next to the statement and support your answers with a few sentences."
- Statement: "1. I am accepting of opinions that differ from my own."
- Response options: Four radio buttons labeled "Not at all", "Somewhat", "Yes", and "Definitely".
- Additional text prompt: "Additional information you may want to provide:"
- Form: A large rectangular text box for the response.

Questions

- Describe your own personal culture in 3 sentences.
- How would you describe yourself based on the following qualities? Mark the box next to the statement and support your answers with a few sentences.
 1. I am accepting of opinions that differ from my own.
 - Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide:
 2. I identify as a US-American.
 - Not at all
 - Somewhat

- Yes
- Definitely
 - Additional information you may want to provide:
- 3. I consider myself a global citizen meaning I feel at home in different countries and feel I have the right to live wherever I choose to.
 - Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide:
- 4. I am a Texan.
 - Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide:
- 5. I am friends with German speakers.
 - Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide:
- 6. I am eager to speak German outside of class.
 - Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide:
- If you noticed that some of your answers in this portion differed from the answers you provided at the beginning of the program, why do you think that is?
- What are your suggestions for improving the Würzburg study abroad program?

Cultural competence – Lifestyle

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with

a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

The image displays two versions of a survey application interface. The left version is a desktop layout, and the right version is a mobile layout.

Desktop View:

- Question 1:** "Most people prefer to pay with cash over a credit card."

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
- Question 2:** "Most people use air conditioning and think it is an important feature to have in a building."

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
- Question 3:** "Nudity is a part of everyday life and it is normal to see nudity on TV, in advertisements, or even at a park/lake."

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Mobile View:

- Question 1:** "Most people prefer to pay with cash over a credit card."

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
- Question 2:** "Most people use air conditioning and think it is an important feature to have in a building."

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
- Question 3:** "Nudity is a part of everyday life and it is normal to see nudity on TV, in advertisements, or even at a park/lake."

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Questions

- Most people prefer to pay with cash over a credit card.
- Most people use air conditioning and think it is an important feature to have in a building.
- Nudity is a part of everyday life and it is normal to see nudity on TV, in advertisements, or even at a park/lake.
- Having access to clean water in public, e.g., water fountains, is important.
- Traffic lights are not so important and most people “jay-walk” or cross the street no matter if the light is green or red.
- It is typical to see people working on their laptops and/or on their phones in public and at restaurants/cafes.
- Most people go to college after high school.
- It is important to recycle and divide your trash based on materials.
- If you are sick, you go to the doctor.
- Drinking alcohol is a normal part of life.

Cultural competence – Food & etiquette

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with

a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

When you go to out to eat, you are expected to finish all of your food.

	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Most people ask for a to-go box at the end of a meal if they haven't finished it.

	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

When you go out to eat, you wait for a host/hostess to seat you.

Questions

- When you go to out to eat, you are expected to finish all of your food.
- Most people ask for a to-go box at the end of a meal if they haven't finished it.
- When you go out to eat, you wait for a host/hostess to seat you.
- You usually tip your server 15-20% if they did a good job.
- If your food comes out and is not to your liking, i.e., undercooked and or cold, you can send it back to the chef.
- Most people take an afternoon break from work/studying to eat cake and drink coffee.
- Most people take their time when they go out to eat and do not like being rushed by the server to eat and leave.
- Most people use a knife and fork to eat finger-foods, e.g., pizza and chicken wings, and only their hands to do so when they are at home or with close company.
- Children are taught how to properly eat with a fork and knife, with the utensils staying in their hands until the meal is over.
- Most people chew with their mouths closed and place their napkins in their lap.

Cultural competence – Interpersonal relationships

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

The image displays two versions of a survey application. The desktop version on the left shows three statements, each with a table for responses from Germany and The United States. The statements are: 'Engaging in small talk is a regular aspect of everyday life.', 'Living together before marriage is a normal step in romantic relationships.', and 'Most people are comfortable discussing their health in detail with friends and acquaintances.' Each statement has a table with columns for 'Definitely No', 'No', 'Yes', and 'Definitely Yes'. The mobile phone version on the right shows the same interface adapted for a smaller screen, with a navigation arrow between screens.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany				
The United States				

Living together before marriage is a normal step in romantic relationships.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany				
The United States				

Most people are comfortable discussing their health in detail with friends and acquaintances.

Germany

The United States

Questions

- Engaging in small talk is a regular aspect of everyday life.
- Living together before marriage is a normal step in romantic relationships.
- Most people are comfortable discussing their health in detail with friends and acquaintances.
- Dating, getting married and having children is a common path in life for many people.
- Most people have a small but close group of friends.
- Making plans and following through with those plans, e.g., saying “we should grab a coffee sometime!” and then going a few days later to get a coffee, is an important aspect of friendship.
- It is appropriate to hug someone as a greeting the first time you meet them.
- Most people live close to home so as to be close to family.
- Humor is an important aspect of friendships.

- Most people use honorifics (titles of respect, e.g., Mr./Mrs./Dr.) when addressing people.

Cultural competence – Politics

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

The image shows a sample screen view of a survey application. It displays three statements for rating in Germany and the United States. The statements are:

- There is a strong separation between church and state.
- The debate between pro-life and pro-choice is a common theme in politics.
- The death penalty is often debated.

For each statement, there is a table with columns for 'Definitely No', 'No', 'Yes', and 'Definitely Yes'. The rows are for 'Germany' and 'The United States'. The application is shown on a desktop screen and a mobile phone screen.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Questions

- There is a strong separation between church and state.
- The debate between pro-life and pro-choice is a common theme in politics.
- The death penalty is often debated.
- Political campaigns and advertisements can be seen all over the city and at the university.
- Most people enjoy engaging in conversations about international and national politics.
- Guns and gun violence is a common theme in the media.
- Most people view laws and regulations as important aspects of society that one should follow.
- The police are respected and seen as the protectors of society.

- Politicians usually put the needs of the people first and can be trusted to make responsible decisions.
- One’s political beliefs are a large part of their identity.

Cultural competence – Religion

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

The image shows a sample screen view of a survey application. It displays three statements about religion and their application to Germany and the United States. Each statement has a table with columns for 'Definitely No', 'No', 'Yes', and 'Definitely Yes'.

	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Religion is an important part of everyday life.

	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Religion plays a large role in politics and often influences elections.

	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Your religion is a major part of your identity.

Questions

- Religion is an important part of everyday life.
- Religion plays a large role in politics and often influences elections.
- Your religion is a major part of your identity.
- People are welcoming of religions that differ from their own.
- Religious monuments and landmarks are commonly seen in cities and around town.
- Anti-religious groups have a strong and vocal presence in the public sphere.
- Most people think religion is a benefit to society.

- Most people view Islam as a threat to their society and more akin to a political movement than religion.
- Religion is not a part of public school education.
- It is unusual to see people praying in public.

Cultural competence – Language

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

Most people view speaking with little to no grammatical mistakes as a sign of intelligence.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Speaking a strong dialect is stigmatized.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Dialects are regionally defined and are closely connected to identity.

Questions

- Most people view speaking with little to no grammatical mistakes as a sign of intelligence.
- Speaking a strong dialect is stigmatized.
- Dialects are regionally defined and are closely connected to identity.
- People are usually proud of their dialect and rarely assimilate to the standard language variety.
- Most people are proficient in at least one foreign language, if not more.
- Your grammar and pronunciation do not necessarily matter, as long as you are comprehensible when you speak.

- Several dialects and even foreign languages can be heard on the street in most towns and cities.
- I can easily differentiate between the different dialects in Germany and in the USA. If you answer “yes” or “definitely yes,” please list the various dialects and where they are geographically as well as their typical linguistic markers, e.g., “y’all” for southern speech.
- I am aware of the stereotypes associated with various German and US-American dialects. If you answer “yes” or “definitely yes,” please list the various dialects and the stereotypes associated with them.
- I speak a dialect of German and US-American English. If you answer “yes” or “definitely yes,” please elaborate on the dialect you speak for each country.

Cultural competence – Sports

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

The image shows a sample screen view of a survey application. It consists of two screens. The first screen displays two statements with response options for Germany and The United States. The second screen shows the same statements with a scrollable text area for providing support.

Statement 1: National sports teams unify the country and are a source of pride.

	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Statement 2: Participating in sports is a good way to develop leadership and team-building skills.

	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Statement 3: Most people grow up playing sports, either in a club or at school.

	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Questions

- National sports teams unify the country and are a source of pride.

- Participating in sports is a good way to develop leadership and team-building skills.
- Most people grow up playing sports, either in a club or at school.
- Most sports fans indicate which team they support by wearing clothes/hats with their logo on it.
- People take sports as seriously as they do religion.
- Being a fan of a certain team plays a large role in your identity.
- There are stereotypes associated with fans of certain sports teams.
- Watching sports and/or going to games with friends is common.
- College sports play a large role in university life.
- German sports fans and US-American sports fans are different.

Changes

Instructions

There were no instructions provided for this portion of the survey as the questions and format were self-explanatory.

Sample screen view

The image shows a sample screen view of a survey interface. It consists of two panels: a desktop view on the left and a mobile view on the right. Both panels display the same survey questions.

Desktop View:

- Question 1: "After filling out the comparison section between the USA and Germany, did you notice that any of your opinions changed?"
 - ☐ Yes
 - ☐ No
 - ☐ I cannot remember
- Question 2: "What motivated these changes? E.g., personal experience, stories from professors/classmates, etc."
 - A large text input area.
- Navigation: Red arrows at the bottom for back and forward.

Mobile View:

- Question 1: "After filling out the comparison section between the USA and Germany, did you notice that any of your opinions changed?"
 - ☐ Yes
 - ☐ No
 - ☐ I cannot remember
- Question 2: "What motivated these changes? E.g., personal experience, stories from professors/classmates, etc."
 - A text input area.
- Navigation: A right arrow button between the two question sections.

Questions

- After filling out the comparison section between the USA and Germany, did you notice that any of your opinions changed?
 - ☐ Yes
 - ☐ No
 - ☐ I cannot remember
- What motivated these changes? E.g., personal experience, stories from professors/classmates, etc.

Appendix F

END OF SEMESTER SURVEY: AH PARTICIPANTS

Background Information

Instructions

This first section of the survey is a background questionnaire. Feel free to elaborate on any of your answers and do your best to answer each question with as much detail as possible.

Sample screen view

The image displays two versions of a survey questionnaire. On the left is a desktop view with a white background and an orange header bar containing the 'UT TEXAS' logo. The text reads: 'This first section of the survey is a background questionnaire. Feel free to elaborate on any of your answers and do your best to answer each question with as much detail as possible.' Below this are three text input fields labeled 'Name (Last, first middle)', 'Gender', and 'Ethnicity'. On the right is a mobile phone screen showing the same survey content, with a QR code in the top right corner and a back arrow on the left side of the text area.

Questions

- Name (Last, first middle)
- Gender
- Ethnicity
- Religious affiliation, e.g., Christian-Catholic, Protestant-Lutheran
- What would you call your “home” culture? E.g., Midwestern, Tejano, Southern, etc.
- What cultural prejudices/stereotypes have you personally experienced *while* studying at UT this semester? Did these experiences happen on campus? Explain.

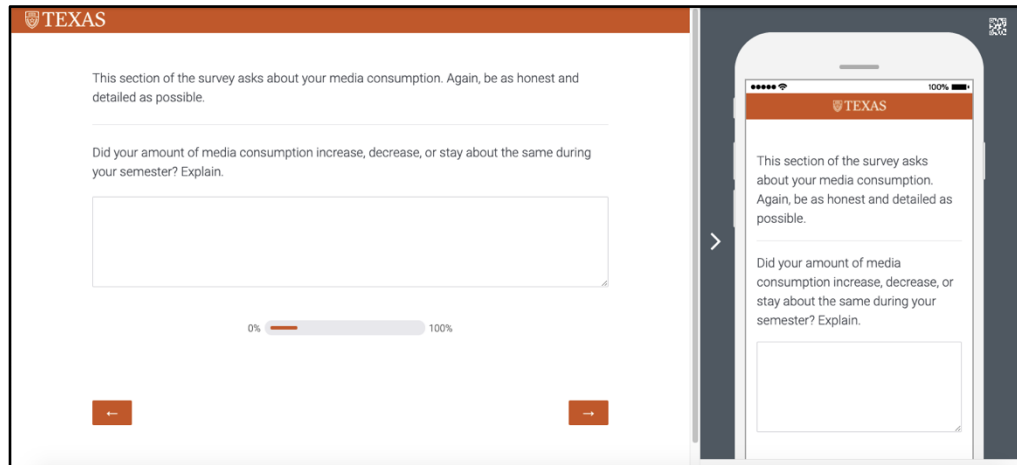
- Did you participate in any extra-curricular activities this semester? E.g., performing arts, sports, etc.?
- Did you watch the Soccer World Cup this past summer? With whom?
- Explain your living situation this past semester, e.g., apartment, dorm, co-op, etc.
- If you lived with other German students, how much interaction did you have with them and what percentage of the time did you speak in German and English?
- How would you rate your German language/course experience at UT?
 - Excellent
 - Very good
 - Satisfactory
 - Unsatisfactory
 - Very unsatisfactory
 - Explain your rating of GER 612.
- Are you enrolled in a German course at UT for the spring 2019 semester?
 - Yes
 - No
 - Undecided
- Do you plan on continuing speaking German?
 - Yes
 - No
 - Undecided
- Are you planning on returning to Germany/a German speaking country?
 - Yes
 - No
 - Undecided
 - For what purpose? E.g., graduate school, vacation, visit friends/family, work, start your career, etc.
- Did participating in the GER 612 inspire you to change your major, e.g., to Germanic Studies?
 - Yes
 - No
 - Undecided
 - Explain your answer.
- Did participating in GER 612 program inspire you to graduate school in Germany?
 - Yes
 - No
 - Undecided
 - Explain your answer.
- How would you describe your overall GER 612 experience?

Media Consumption

Instructions

This section of the survey asks about your media consumption. Again, be as honest and detailed as possible.

Sample screen view



The image shows a sample screen view of the Media Consumption survey section. On the left is a desktop view, and on the right is a mobile view. Both screens feature an orange header with the 'UTEXAS' logo. The desktop screen displays the following text: 'This section of the survey asks about your media consumption. Again, be as honest and detailed as possible.' followed by a horizontal line, then 'Did your amount of media consumption increase, decrease, or stay about the same during your semester? Explain.' and a large text input area. Below the input area is a progress bar showing 0% to 100% completion. At the bottom are two orange buttons with left and right arrows. The mobile view shows the same content scaled for a smaller screen, with a QR code in the top right corner.

Question

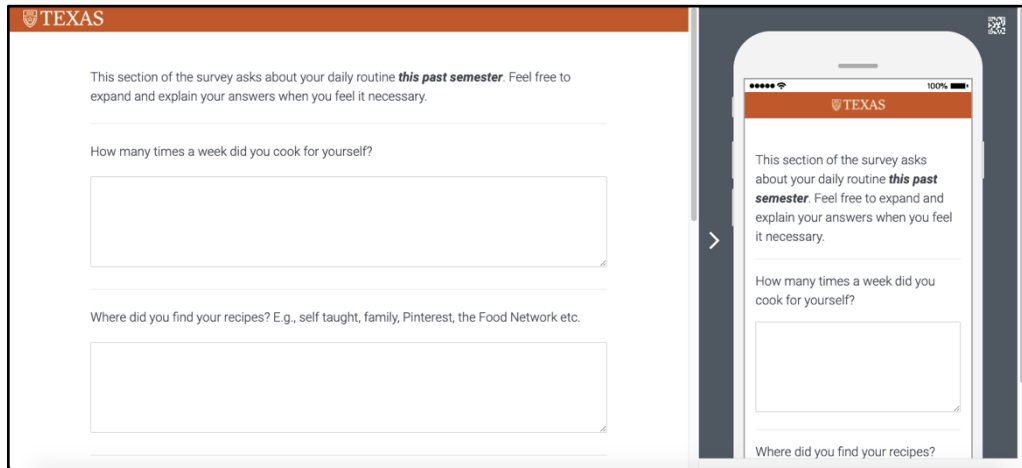
- Did your amount of media consumption increase, decrease, or stay about the same during your semester? Explain.

Daily life

Instructions

This section of the survey asks about your daily routine *this past semester*. Feel free to expand and explain your answers when you feel it necessary.

Sample screen view



Questions

- How many times a week did you cook for yourself?
- Where did you find your recipes? E.g., self taught, family, Pinterest, the Food Network etc.
- What kinds of food did you usually prepare for yourself? E.g., frozen pizza, salad, yogurt with granola etc.
- What did you usually prepare for breakfast?
- What was a typical lunch?
- What would you typically cook for dinner?
- Did your eating habits differ from your eating habits when you're not in school? E.g., did you eat at about the same time and also the same foods? Why/why not?

Cultural survey

Instructions

This section of the survey inquires about your own personal culture and preferences. Again, respond with as much detail as possible in the text boxes.

Sample screen view

The image shows a sample screen view of a survey interface. On the left is a desktop view, and on the right is a mobile view. Both screens feature a header with the 'TEXAS' logo. The desktop screen contains the following text: 'This section of the survey inquires about your own personal culture and preferences. Again, respond with as much detail as possible in the text boxes.' Below this is a text box labeled 'Describe your own personal culture in 3 sentences.' Further down, it asks 'How would you describe yourself based on the following qualities? Mark the box next to the statement and support your answers with a few sentences.' The first statement is '1. I am accepting of opinions that differ from my own.' Below the statement are four radio button options: 'Not at all', 'Somewhat', 'Yes', and 'Definitely'. The mobile view shows the same content scaled to fit a smartphone screen.

Questions

- Describe your own personal culture in 3 sentences.
- How would you describe yourself based on the following qualities? Mark the box next to the statement and support your answers with a few sentences.
 1. I am accepting of opinions that differ from my own.
 - ☐ Not at all
 - ☐ Somewhat
 - ☐ Yes
 - ☐ Definitely
 - Additional information you may want to provide:
 2. I identify as a US-American.
 - ☐ Not at all
 - ☐ Somewhat
 - ☐ Yes
 - ☐ Definitely
 - Additional information you may want to provide:
 3. I consider myself a global citizen meaning I feel at home in different countries and feel I have the right to live wherever I choose to.
 - ☐ Not at all
 - ☐ Somewhat
 - ☐ Yes
 - ☐ Definitely
 - Additional information you may want to provide:
 4. I am a Texan.
 - ☐ Not at all
 - ☐ Somewhat

- Yes
- Definitely
 - Additional information you may want to provide:
- 5. I am friends with German speakers.
 - Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide:
- 6. I am eager to speak German outside of class.
 - Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide:
- If you noticed that some of your answers in this portion differed from the answers you provided at the beginning of the semester, why do you think that is?
- What are your suggestions for improving the GER 612 program?

Cultural competence – Lifestyle

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

The image shows a sample screen view of a survey interface. On the left is a desktop view, and on the right is a mobile phone view. Both screens display the same content: a header with the 'UTEXAS' logo, instructions for the final section, a statement about cash vs. credit card preference, and a table for responses for Germany and The United States. The desktop view shows the full table with columns for 'Definitely No', 'No', 'Yes', and 'Definitely Yes'. The mobile view shows the same content but with a simplified table structure.

Desktop View:

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what 'someone' has told you, etc.

Most people prefer to pay with cash over a credit card.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Most people use air conditioning and think it is an important feature to have in a building.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Mobile View:

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what 'someone' has told you, etc.

Most people prefer to pay with cash over a credit card.

	Definitely No
Germany	<input type="text"/>

Questions

- Most people prefer to pay with cash over a credit card.
- Most people use air conditioning and think it is an important feature to have in a building.
- Nudity is a part of everyday life and it is normal to see nudity on TV, in advertisements, or even at a park/lake.
- Having access to clean water in public, e.g., water fountains, is important.
- Traffic lights are not so important and most people “jay-walk” or cross the street no matter if the light is green or red.
- It is typical to see people working on their laptops and/or on their phones in public and at restaurants/cafes.
- Most people go to college after high school.
- It is important to recycle and divide your trash based on materials.
- If you are sick, you go to the doctor.
- Drinking alcohol is a normal part of life.

Cultural competence – Food & etiquette

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

The image displays a sample screen view of a survey application. On the left, a desktop view shows two identical survey questions side-by-side. Each question has a header 'TEXAS' and a QR code. The first question is: 'When you go to out to eat, you are expected to finish all of your food.' The second question is: 'Most people ask for a to-go box at the end of a meal if they haven't finished it.' Both questions have a table for answers with columns 'Definitely No', 'No', 'Yes', and 'Definitely Yes' and rows for 'Germany' and 'The United States'. On the right, a smartphone view shows the first question, 'When you go to out to eat, you are expected to finish all of your food.', with the same answer table.

Questions

- When you go to out to eat, you are expected to finish all of your food.
- Most people ask for a to-go box at the end of a meal if they haven't finished it.
- When you go out to eat, you wait for a host/hostess to seat you.
- You usually tip your server 15-20% if they did a good job.
- If your food comes out and is not to your liking, i.e., undercooked and or cold, you can send it back to the chef.
- Most people take an afternoon break from work/studying to eat cake and drink coffee.
- Most people take their time when they go out to eat and do not like being rushed by the server to eat and leave.
- Most people use a knife and fork to eat finger-foods, e.g., pizza and chicken wings, and only their hands to do so when they are at home or with close company.
- Children are taught how to properly eat with a fork and knife, with the utensils staying in their hands until the meal is over.
- Most people chew with their mouths closed and place their napkins in their lap.

Cultural competence – Interpersonal relationships

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with

a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

The image shows a sample screen view of a survey application. On the left is a desktop view, and on the right is a mobile view. Both screens display a survey titled 'TEXAS' with a QR code in the top right corner. The survey consists of three questions, each with a table for answers.

Question 1: Engaging in small talk is a regular aspect of everyday life.

	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Question 2: Living together before marriage is a normal step in romantic relationships.

	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Question 3: Most people are comfortable discussing their health in detail with friends and acquaintances.

	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Questions

- Engaging in small talk is a regular aspect of everyday life.
- Living together before marriage is a normal step in romantic relationships.
- Most people are comfortable discussing their health in detail with friends and acquaintances.
- Dating, getting married and having children is a common path in life for many people.
- Most people have a small but close group of friends.
- Making plans and following through with those plans, e.g., saying “we should grab a coffee sometime!” and then going a few days later to get a coffee, is an important aspect of friendship.
- It is appropriate to hug someone as a greeting the first time you meet them.
- Most people live close to home so as to be close to family.
- Humor is an important aspect of friendships.
- Most people use honorifics (titles of respect, e.g., Mr./Mrs./Dr.) when addressing people.

Cultural competence – Politics

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

The image shows a sample screen view of a survey application. On the left is a desktop view, and on the right is a mobile phone view. Both screens display a survey titled 'TEXAS' with a QR code in the top right corner. The survey consists of three statements, each followed by a table for responses for Germany and The United States. The statements are: 'There is a strong separation between church and state.', 'The debate between pro-life and pro-choice is a common theme in politics.', and 'The death penalty is often debated.' The response table for each statement has four columns: 'Definitely No', 'No', 'Yes', and 'Definitely Yes'. The mobile phone view shows the first statement and the response table, with a scroll bar indicating that the rest of the survey is below.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany				
The United States				

The debate between pro-life and pro-choice is a common theme in politics.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany				
The United States				

The death penalty is often debated.

Questions

- There is a strong separation between church and state.
- The debate between pro-life and pro-choice is a common theme in politics.
- The death penalty is often debated.
- Political campaigns and advertisements can be seen all over the city and at the university.
- Most people enjoy engaging in conversations about international and national politics.
- Guns and gun violence is a common theme in the media.
- Most people view laws and regulations as important aspects of society that one should follow.
- The police are respected and seen as the protectors of society.
- Politicians usually put the needs of the people first and can be trusted to make responsible decisions.
- One’s political beliefs are a large part of their identity.

Cultural competence – Religion

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

The image shows a sample screen view of a survey application. On the left, a tablet displays the survey interface. At the top, there is an orange header with the 'TEXAS' logo. The main content area contains two survey questions. The first question is 'Religion is an important part of everyday life.' Below it, there is a table with columns for 'Definitely No', 'No', 'Yes', and 'Definitely Yes'. The rows are for 'Germany' and 'The United States'. The second question is 'Religion plays a large role in politics and often influences elections.' It has the same table structure. The third question, 'Your religion is a major part of your identity', is partially visible at the bottom. On the right, a smartphone displays the same survey interface, showing the first question and the response table.

Questions

- Religion is an important part of everyday life.
- Religion plays a large role in politics and often influences elections.
- Your religion is a major part of your identity.
- People are welcoming of religions that differ from their own.
- Religious monuments and landmarks are commonly seen in cities and around town.
- Anti-religious groups have a strong and vocal presence in the public sphere.
- Most people think religion is a benefit to society.
- Most people view Islam as a threat to their society and more akin to a political movement than religion.
- Religion is not a part of public school education.
- It is unusual to see people praying in public.

Cultural competence – Language

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

The image shows a sample screen view of a survey interface. On the left is a desktop view, and on the right is a mobile view. Both screens display the same content: a survey titled 'TEXAS' with two statements and a table for responses.

Statement 1: Most people view speaking with little to no grammatical mistakes as a sign of intelligence.

	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Statement 2: Speaking a strong dialect is stigmatized.

	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Dialects are regionally defined and are closely connected to identity.

Questions

- Most people view speaking with little to no grammatical mistakes as a sign of intelligence.
- Speaking a strong dialect is stigmatized.
- Dialects are regionally defined and are closely connected to identity.
- People are usually proud of their dialect and rarely assimilate to the standard language variety.
- Most people are proficient in at least one foreign language, if not more.
- Your grammar and pronunciation do not necessarily matter, as long as you are comprehensible when you speak.
- Several dialects and even foreign languages can be heard on the street in most towns and cities.
- I can easily differentiate between the different dialects in Germany and in the USA. If you answer “yes” or “definitely yes,” please list the various dialects and

- where they are geographically as well as their typical linguistic markers, e.g., “y’all” for southern speech.
- I am aware of the stereotypes associated with various German and US-American dialects. If you answer “yes” or “definitely yes,” please list the various dialects and the stereotypes associated with them.
 - I speak a dialect of German and US-American English. If you answer “yes” or “definitely yes,” please elaborate on the dialect you speak for each country.

Cultural competence – Sports

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

TEXAS

National sports teams unify the country and are a source of pride.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany				
The United States				

Participating in sports is a good way to develop leadership and team-building skills.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany				
The United States				

Most people grow up playing sports, either in a club or at school.

Questions

- National sports teams unify the country and are a source of pride.
- Participating in sports is a good way to develop leadership and team-building skills.
- Most people grow up playing sports, either in a club or at school.
- Most sports fans indicate which team they support by wearing clothes/hats with their logo on it.

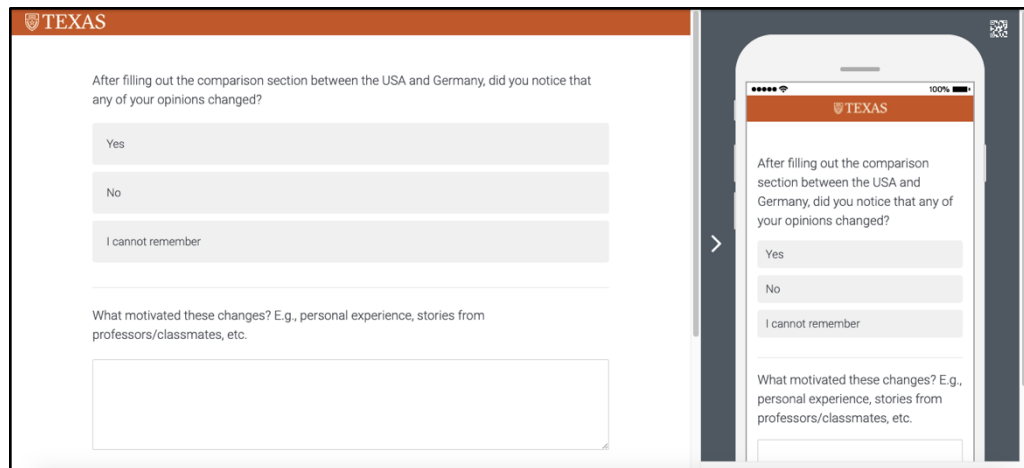
- People take sports as seriously as they do religion.
- Being a fan of a certain team plays a large role in your identity.
- There are stereotypes associated with fans of certain sports teams.
- Watching sports and/or going to games with friends is common.
- College sports play a large role in university life.
- German sports fans and US-American sports fans are different.

Changes

Instructions

There were no instructions provided for this portion of the survey as the questions and format were self-explanatory.

Sample screen view



The image shows a sample screen view of a survey interface. On the left is a desktop view, and on the right is a mobile phone view. Both screens display the same survey questions.

Desktop View:

- Header: TEXAS
- Question: "After filling out the comparison section between the USA and Germany, did you notice that any of your opinions changed?"
- Response options: Yes, No, I cannot remember
- Follow-up question: "What motivated these changes? E.g., personal experience, stories from professors/classmates, etc."
- Text input field for the follow-up question.

Mobile View:

- Header: TEXAS
- Question: "After filling out the comparison section between the USA and Germany, did you notice that any of your opinions changed?"
- Response options: Yes, No, I cannot remember
- Follow-up question: "What motivated these changes? E.g., personal experience, stories from professors/classmates, etc."
- Text input field for the follow-up question.

Questions

- After filling out the comparison section between the USA and Germany, did you notice that any of your opinions changed?
 - Yes
 - No
 - I cannot remember
- What motivated these changes? E.g., personal experience, stories from professors/classmates, etc.

Appendix G

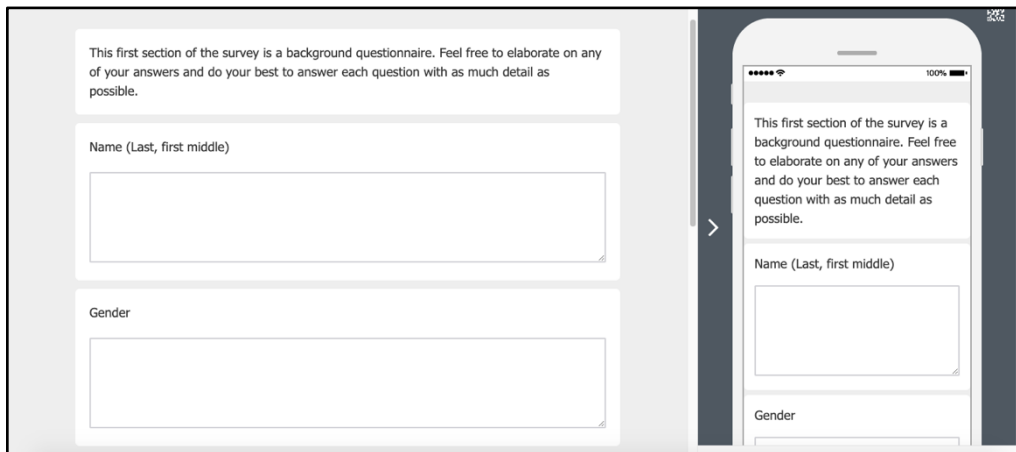
10 WEEKS POST-PROGRAM SURVEY: SA PARTICIPANTS

Background Information

Instructions

This first section of the survey is a background questionnaire. Feel free to elaborate on any of your answers and do your best to answer each question with as much detail as possible.

Sample screen view



The image shows two versions of a survey screen: a desktop layout on the left and a mobile layout on the right. Both screens display the same content. The desktop version has a light gray background with a white content area. The mobile version is shown within a smartphone frame with a dark blue background. The content on both screens includes a text box with instructions, followed by a text input field for 'Name (Last, first middle)', and another text input field for 'Gender'. A right arrow is visible between the two screens.

This first section of the survey is a background questionnaire. Feel free to elaborate on any of your answers and do your best to answer each question with as much detail as possible.

Name (Last, first middle)

Gender

Questions

- Name (Last, first middle)
- Gender
- Religious affiliation, e.g., Christian-Catholic, Protestant-Lutheran
- What would you call your “home” culture? E.g., Midwestern, Tejano, Southern, etc.
- Are you involved any extra-curricular activities this semester? E.g., performing arts, sports, etc.?
- Describe your living situation now that you are back in the USA, e.g., at home, dorm, co-op, etc.
- How would you rate your study abroad experience in Würzburg?
 - Excellent
 - Very good

- Satisfactory
 - Unsatisfactory
 - Very unsatisfactory
 - Explain your rating of the Würzburg program.
- How would you rate the Würzburg program director?
 - Excellent
 - Very good
 - Satisfactory
 - Unsatisfactory
 - Very unsatisfactory
 - Explain your rating of the Würzburg program director.
- How would you rate your living situation in Würzburg program?
 - Excellent
 - Very good
 - Satisfactory
 - Unsatisfactory
 - Very unsatisfactory
 - Explain your rating of your living situation in Würzburg.
- How would you rate the weekend excursions?²
 - Excellent
 - Very good
 - Satisfactory
 - Unsatisfactory
 - Very unsatisfactory
 - Explain your rating of the weekend excursions.
- How would you rate the Berlin trip?
 - Excellent
 - Very good
 - Satisfactory
 - Unsatisfactory
 - Very unsatisfactory
 - Explain your rating of the Berlin trip.
- Are you enrolled in a German course at UT for the fall 2018 semester?
 - Yes
 - No
 - Undecided
- Do you plan on continuing speaking German when you return to the US?
 - Yes
 - No

² In the original document, I named the tour guide, but I left their name out on this version in order to protect their identity.

- Undecided
- If you answered yes to the above question, which course is it?
- Do you still speak German? If so, with whom and how often?
- Are you planning on returning to Germany/a German speaking country?
 - Yes
 - No
 - Undecided
 - For what purpose? E.g., graduate school, vacation, visit friends/family, work, start your career, etc.
- How would you describe your overall study abroad experience?

Media Consumption

Instructions

This section of the survey asks about your media consumption. Again, be as honest and detailed as possible.

Sample screen view

The image displays two versions of a survey screen. The left version is a desktop layout with a light gray background. It features a white text box at the top with the instruction: "This section of the survey asks about your media consumption. Again, be as honest and detailed as possible." Below this is another white text box containing the question: "Now that you are back in the USA, do you consume more/less or about the same amount of media as you did while you were abroad? Explain." Underneath the question is a large, empty white rectangular area for the respondent's answer. At the bottom of the desktop screen, there are two red buttons labeled "Back" and "Next", and a progress bar showing "0%" completion. The right version is a mobile phone screen with a dark blue background. It shows the same instruction and question text in white. Below the question is a white rectangular area for the answer. A right-pointing arrow is visible to the left of the mobile screen. The mobile screen also shows a status bar at the top with signal strength, Wi-Fi, and 100% battery.

Question

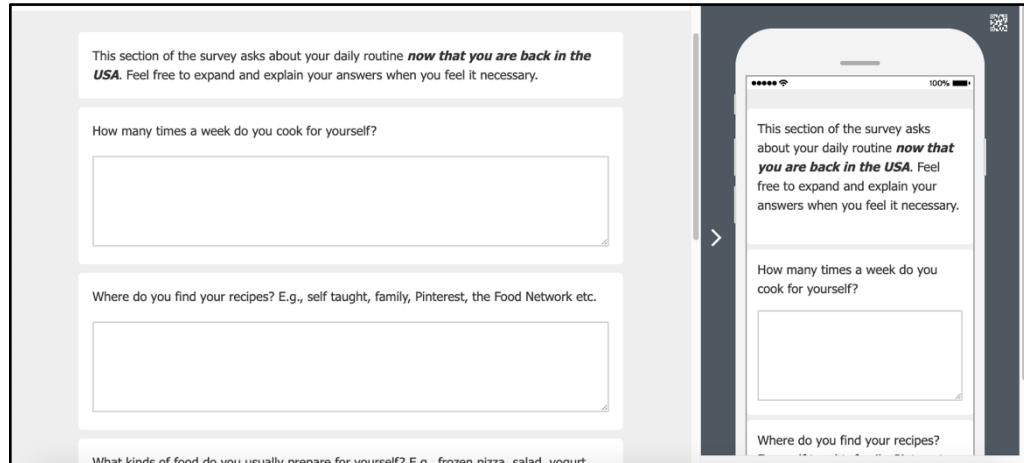
- Now that you are back in the USA, do you consume more/less or about the same amount of media as you did while you were abroad? Explain.

Daily life

Instructions

This section of the survey asks about your daily routine *now that you are back in the USA*. Feel free to expand and explain your answers when you feel it necessary.

Sample screen view



The image displays two versions of a survey interface. On the left is a desktop view, and on the right is a mobile phone view. Both screens show the same content: a title bar with instructions, followed by three text input fields with corresponding questions. The desktop version shows the full text of the questions, while the mobile version shows a truncated version of the first question. The mobile view also includes a status bar at the top showing signal strength, Wi-Fi, and 100% battery.

This section of the survey asks about your daily routine *now that you are back in the USA*. Feel free to expand and explain your answers when you feel it necessary.

How many times a week do you cook for yourself?

Where do you find your recipes? E.g., self taught, family, Pinterest, the Food Network etc.

What kinds of food do you usually prepare for yourself? E.g., frozen pizza, salad, yogurt

Questions

- How many times a week do you cook for yourself?
- Where do you find your recipes? E.g., self taught, family, Pinterest, the Food Network etc.
- What kinds of food do you usually prepare for yourself? E.g., frozen pizza, salad, yogurt with granola etc.
- What do you usually prepare for breakfast?
- What is a typical lunch?
- What do you typically cook for dinner?
- Did your eating habits differ from your eating habits in Germany? E.g., did you eat at about the same time and also the same foods? Why/why not?

Cultural survey

Instructions

This section of the survey inquires about your own personal culture and preferences. Again, respond with as much detail as possible in the text boxes.

Sample screen view

The image shows a sample screen view of a survey interface. On the left is a desktop version, and on the right is a mobile phone version. Both versions display the same survey content, which includes a title, a text box for describing personal culture, a list of qualities with radio button options, and a text box for additional information.

Desktop Version:

This section of the survey inquires about your own personal culture and preferences. Again, respond with as much detail as possible in the text boxes.

Describe your own personal culture in 3 sentences.

How would you describe yourself based on the following qualities? Mark the box next to the statement and support your answers with a few sentences.

1. I am accepting of opinions that differ from my own.

Not at all Somewhat Yes Definitely

Additional information you may want to provide:

Mobile Phone Version:

This section of the survey inquires about your own personal culture and preferences. Again, respond with as much detail as possible in the text boxes.

Describe your own personal culture in 3 sentences.

How would you describe yourself based on the following qualities? Mark the box next to the statement and support your answers with a

Questions

- Describe your own personal culture in 3 sentences.
- How would you describe yourself based on the following qualities? Mark the box next to the statement and support your answers with a few sentences.
 1. I am accepting of opinions that differ from my own.
 - Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide:
 2. I identify as a US-American.
 - Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide:
 3. I consider myself a global citizen meaning I feel at home in different countries and feel I have the right to live wherever I choose to.
 - Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide:
 4. I am a Texan.

- Not at all
- Somewhat
- Yes
- Definitely
- Additional information you may want to provide:
- 5. I am friends with German speakers.
 - Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide:
- 6. I am eager to speak German outside of class.
 - Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide:
- If you noticed that some of your answers in this portion differed from the answers you provided at the end of the program, why do you think that is?
- What are your suggestions for improving the Würzburg study abroad program?

Cultural competence – Lifestyle

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. **Only provide an answer if you feel that your answers have changed and/or if you have new insight.** Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

Most people prefer to pay with cash over a credit card.

	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Most people use air conditioning and think it is an important feature to have in a building.

	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Nudity is a part of everyday life and it is normal to see nudity on TV, in advertisements, or even at a park/lake.

Germany

The

Questions

- Most people prefer to pay with cash over a credit card.
- Most people use air conditioning and think it is an important feature to have in a building.
- Nudity is a part of everyday life and it is normal to see nudity on TV, in advertisements, or even at a park/lake.
- Having access to clean water in public, e.g., water fountains, is important.
- Traffic lights are not so important and most people “jay-walk” or cross the street no matter if the light is green or red.
- It is typical to see people working on their laptops and/or on their phones in public and at restaurants/cafes.
- Most people go to college after high school.
- It is important to recycle and divide your trash based on materials.
- If you are sick, you go to the doctor.
- Drinking alcohol is a normal part of life.

Cultural competence – Food & etiquette

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. **Only provide an answer if you feel that your answers have changed and/or if you have new insight.** Support

your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

When you go to out to eat, you are expected to finish all of your food.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Most people ask for a to-go box at the end of a meal if they haven't finished it.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

When you go out to eat, you wait for a host/hostess to seat you.

When you go to out to eat, you are expected to finish all of your food.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Most people ask for a to-go box at the end of a meal if they haven't finished it.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Questions

- When you go to out to eat, you are expected to finish all of your food.
- Most people ask for a to-go box at the end of a meal if they haven't finished it.
- When you go out to eat, you wait for a host/hostess to seat you.
- You usually tip your server 15-20% if they did a good job.
- If your food comes out and is not to your liking, i.e., undercooked and or cold, you can send it back to the chef.
- Most people take an afternoon break from work/studying to eat cake and drink coffee.
- Most people take their time when they go out to eat and do not like being rushed by the server to eat and leave.
- Most people use a knife and fork to eat finger-foods, e.g., pizza and chicken wings, and only their hands to do so when they are at home or with close company.
- Children are taught how to properly eat with a fork and knife, with the utensils staying in their hands until the meal is over.
- Most people chew with their mouths closed and place their napkins in their lap.

Cultural competence – Interpersonal relationships

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. **Only provide an answer if you feel that your answers have changed and/or if you have new insight.** Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

The image shows a sample screen view of a survey application. It displays three statements, each with a table for answering for Germany and The United States. The statements are:

- Engaging in small talk is a regular aspect of everyday life.
- Living together before marriage is a normal step in romantic relationships.
- Most people are comfortable discussing their health in detail with friends and acquaintances.

Each statement has a table with the following columns: Answer, Definitely No, No, Yes, and Definitely Yes. The rows are Germany and The United States. The application is shown on a desktop screen and a mobile phone screen.

Questions

- Engaging in small talk is a regular aspect of everyday life.
- Living together before marriage is a normal step in romantic relationships.
- Most people are comfortable discussing their health in detail with friends and acquaintances.
- Dating, getting married and having children is a common path in life for many people.
- Most people have a small but close group of friends.
- Making plans and following through with those plans, e.g., saying “we should grab a coffee sometime!” and then going a few days later to get a coffee, is an important aspect of friendship.
- It is appropriate to hug someone as a greeting the first time you meet them.
- Most people live close to home so as to be close to family.

- Humor is an important aspect of friendships.
- Most people use honorifics (titles of respect, e.g., Mr./Mrs./Dr.) when addressing people.

Cultural competence – Politics

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. **Only provide an answer if you feel that your answers have changed and/or if you have new insight.** Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

The image shows a sample screen view of a survey application. On the left is a desktop view, and on the right is a mobile phone view. Both screens display a survey with three statements and a response grid.

Desktop View:

		Answer			
		Definitely No	No	Yes	Definitely Yes
	There is a strong separation between church and state.				
Germany					
The United States					

		Answer			
		Definitely No	No	Yes	Definitely Yes
	The debate between pro-life and pro-choice is a common theme in politics.				
Germany					
The United States					

		Answer			
		Definitely No	No	Yes	Definitely Yes
	The death penalty is often debated.				
Germany					
The United States					

Mobile Phone View:

The mobile view shows the same survey content but with a simplified layout. It displays the first statement and the response grid for Germany and The United States. The second statement is partially visible below.

Questions

- There is a strong separation between church and state.
- The debate between pro-life and pro-choice is a common theme in politics.
- The death penalty is often debated.
- Political campaigns and advertisements can be seen all over the city and at the university.
- Most people enjoy engaging in conversations about international and national politics.
- Guns and gun violence is a common theme in the media.

- Most people view laws and regulations as important aspects of society that one should follow.
- The police are respected and seen as the protectors of society.
- Politicians usually put the needs of the people first and can be trusted to make responsible decisions.
- One's political beliefs are a large part of their identity.

Cultural competence – Religion

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. **Only provide an answer if you feel that your answers have changed and/or if you have new insight.** Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what 'someone' has told you, etc.

Sample screen view

The image shows a sample screen view of a survey interface. It consists of three sections, each with a statement and a table for answers for Germany and The United States.

Section 1: Religion is an important part of everyday life.

	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Section 2: Religion plays a large role in politics and often influences elections.

	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Section 3: Your religion is a major part of your identity.

	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

The interface also includes a right-hand panel with a vertical scroll bar and a top status bar showing signal strength, 100% battery, and the time 5:02.

Questions

- Religion is an important part of everyday life.
- Religion plays a large role in politics and often influences elections.
- Your religion is a major part of your identity.
- People are welcoming of religions that differ from their own.

- Religious monuments and landmarks are commonly seen in cities and around town.
- Anti-religious groups have a strong and vocal presence in the public sphere.
- Most people think religion is a benefit to society.
- Most people view Islam as a threat to their society and more akin to a political movement than religion.
- Religion is not a part of public school education.
- It is unusual to see people praying in public.

Cultural competence – Language

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. **Only provide an answer if you feel that your answers have changed and/or if you have new insight.** Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

The image shows a sample screen view of a survey application. It consists of two main panels: a desktop view on the left and a mobile phone view on the right.

Desktop View (Left Panel):

Question 1: Most people view speaking with little to no grammatical mistakes as a sign of intelligence.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Question 2: Speaking a strong dialect is stigmatized.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Question 3: Dialects are regionally defined and are closely connected to identity.

Mobile View (Right Panel):

The mobile view shows the same survey questions on a smartphone screen. The interface includes a status bar at the top with signal strength, Wi-Fi, and 100% battery. The questions and response scales are displayed in a mobile-optimized format, with a navigation arrow visible between screens.

Questions

- Most people view speaking with little to no grammatical mistakes as a sign of intelligence.
- Speaking a strong dialect is stigmatized.

- Dialects are regionally defined and are closely connected to identity.
- People are usually proud of their dialect and rarely assimilate to the standard language variety.
- Most people are proficient in at least one foreign language, if not more.
- Your grammar and pronunciation do not necessarily matter, as long as you are comprehensible when you speak.
- Several dialects and even foreign languages can be heard on the street in most towns and cities.
- I can easily differentiate between the different dialects in Germany and in the USA. If you answer “yes” or “definitely yes,” please list the various dialects and where they are geographically as well as their typical linguistic markers, e.g., “y’all” for southern speech.
- I am aware of the stereotypes associated with various German and US-American dialects. If you answer “yes” or “definitely yes,” please list the various dialects and the stereotypes associated with them.
- I speak a dialect of German and US-American English. If you answer “yes” or “definitely yes,” please elaborate on the dialect you speak for each country.

Cultural competence – Sports

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. **Only provide an answer if you feel that your answers have changed and/or if you have new insight.** Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

The image displays two versions of a survey interface. The desktop version on the left shows three questions with response options for Germany and The United States. The mobile version on the right shows the same questions adapted for a smaller screen.

Desktop Version:

Question 1: National sports teams unify the country and are a source of pride.

	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Question 2: Participating in sports is a good way to develop leadership and team-building skills.

	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Question 3: Most people grow up playing sports, either in a club or at school.

Mobile Version:

Question 1: National sports teams unify the country and are a source of pride.

	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Question 2: Participating in sports is a good way to develop leadership and team-building skills.

	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Question 3: Most people grow up playing sports, either in a club or at school.

Questions

- National sports teams unify the country and are a source of pride.
- Participating in sports is a good way to develop leadership and team-building skills.
- Most people grow up playing sports, either in a club or at school.
- Most sports fans indicate which team they support by wearing clothes/hats with their logo on it.
- People take sports as seriously as they do religion.
- Being a fan of a certain team plays a large role in your identity.
- There are stereotypes associated with fans of certain sports teams.
- Watching sports and/or going to games with friends is common.
- College sports play a large role in university life.
- German sports fans and US-American sports fans are different.

Changes

Instructions

There were no instructions provided for this portion of the survey as the questions and format were self-explanatory.

Sample screen view

The image shows a sample screen view of a survey interface. On the left is a desktop version, and on the right is a mobile version. Both versions display the same survey questions. The desktop version has a larger text area for the second question, while the mobile version has a smaller one. The mobile version also shows a status bar at the top with signal strength, Wi-Fi, and 100% battery.

After filling out the comparison section between the USA and Germany, did you notice that any of your opinions changed?

☐ Yes
☐ No
☐ I cannot remember

What motivated these changes? E.g., personal experience, stories from professors/classmates, etc.

← →

Questions

- After filling out the comparison section between the USA and Germany, did you notice that any of your opinions changed?
 - Yes
 - No
 - I cannot remember
- What motivated these changes? E.g., personal experience, stories from professors/classmates, etc.

Appendix H

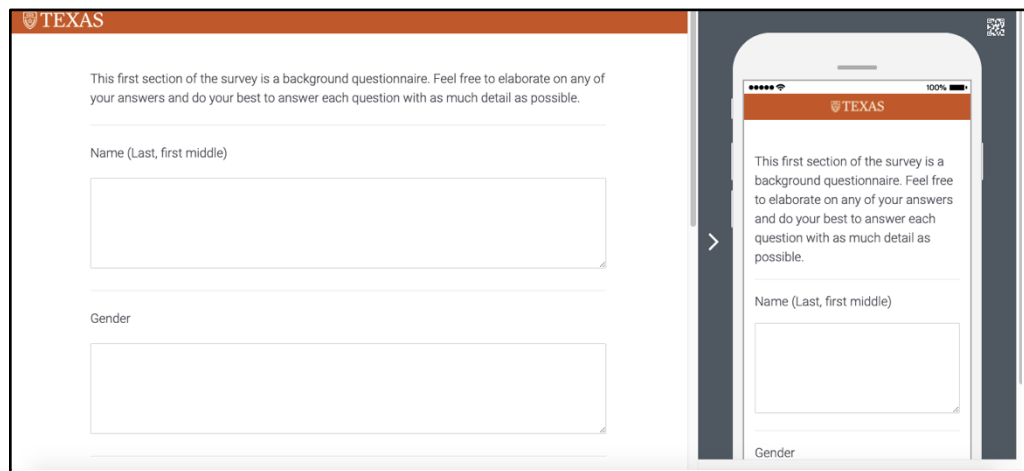
10 WEEKS POST-SEMESTER SURVEY: AH PARTICIPANTS

Background Information

Instructions

This first section of the survey is a background questionnaire. Feel free to elaborate on any of your answers and do your best to answer each question with as much detail as possible.

Sample screen view

The image shows two versions of a survey screen. On the left is a desktop view with an orange header bar containing the 'TEXAS' logo. Below the header, there is a paragraph of instructions: 'This first section of the survey is a background questionnaire. Feel free to elaborate on any of your answers and do your best to answer each question with as much detail as possible.' This is followed by two text input fields. The first is labeled 'Name (Last, first middle)' and the second is labeled 'Gender'. On the right is a mobile phone view of the same survey, showing the same instructions and input fields in a smaller format. A QR code is visible in the top right corner of the mobile screen.

Questions

- Name (Last, first middle)
- Gender
- Ethnicity
- Religious affiliation, e.g., Christian-Catholic, Protestant-Lutheran
- What would you call your “home” culture? E.g., Midwestern, Tejano, Southern, etc.
- Are you participating in any extra-curricular activities this semester? E.g., performing arts, sports, etc.?
- Explain your living situation this semester, e.g., apartment, dorm, co-op, etc.
- If you live with other German students, how much interaction do you have with them and what percentage of the time do you speak in German and English?

- How would you rate your German language/course experience at UT?
 - Excellent
 - Very good
 - Satisfactory
 - Unsatisfactory
 - Very unsatisfactory
 - Explain your rating of GER 612.
- Are you enrolled in a German course at UT for the spring 2019 semester?
 - Yes
 - No
 - Undecided
- Do you plan on continuing speaking German?
 - Yes
 - No
 - Undecided
- Are you planning on returning to Germany/a German speaking country?
 - Yes
 - No
 - Undecided
 - For what purpose? E.g., graduate school, vacation, visit friends/family, work, start your career, etc.
- How would you describe your overall GER 612 experience?

Cultural survey

Instructions

This section of the survey inquires about your own personal culture and preferences. Again, respond with as much detail as possible in the text boxes.

Sample screen view

The image shows a sample screen view of a survey interface. On the left is a desktop view, and on the right is a mobile phone view. Both screens display the same content, scaled to fit their respective devices. The desktop screen has a header with the 'TEXAS' logo. The main text reads: 'This section of the survey inquires about your own personal culture and preferences. Again, respond with as much detail as possible in the text boxes.' Below this is a text input field with the prompt 'Describe your own personal culture in 3 sentences.' Further down, it asks: 'How would you describe yourself based on the following qualities? Mark the box next to the statement and support your answers with a few sentences.' The first statement is '1. I am accepting of opinions that differ from my own.' Below the statement are four radio button options: 'Not at all', 'Somewhat', 'Yes', and 'Definitely'. The mobile phone view shows the same content but with a smaller font and a single-column layout. A QR code is visible in the top right corner of the mobile view.

Questions

- Describe your own personal culture in 3 sentences.
- How would you describe yourself based on the following qualities? Mark the box next to the statement and support your answers with a few sentences.
 1. I am accepting of opinions that differ from my own.
 - ☐ Not at all
 - ☐ Somewhat
 - ☐ Yes
 - ☐ Definitely
 - Additional information you may want to provide:
 2. I identify as a US-American.
 - ☐ Not at all
 - ☐ Somewhat
 - ☐ Yes
 - ☐ Definitely
 - Additional information you may want to provide:
 3. I consider myself a global citizen meaning I feel at home in different countries and feel I have the right to live wherever I choose to.
 - ☐ Not at all
 - ☐ Somewhat
 - ☐ Yes
 - ☐ Definitely
 - Additional information you may want to provide:
 4. I am a Texan.
 - ☐ Not at all
 - ☐ Somewhat

- Yes
- Definitely
 - Additional information you may want to provide:
- 5. I am friends with German speakers.
 - Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide:
- 6. I am eager to speak German outside of class.
 - Not at all
 - Somewhat
 - Yes
 - Definitely
 - Additional information you may want to provide:
- If you noticed that some of your answers in this portion differed from the answers you provided at the end of the semester, why do you think that is?
- What are your suggestions for improving the GER 612 program?

Cultural competence – Lifestyle

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. **Only answer the question if your answer has changed and/or you have new insight.** Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

TEXAS

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what 'someone' has told you, etc.

Most people prefer to pay with cash over a credit card.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Most people use air conditioning and think it is an important feature to have in a building.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Questions

- Most people prefer to pay with cash over a credit card.
- Most people use air conditioning and think it is an important feature to have in a building.
- Nudity is a part of everyday life and it is normal to see nudity on TV, in advertisements, or even at a park/lake.
- Having access to clean water in public, e.g., water fountains, is important.
- Traffic lights are not so important and most people “jay-walk” or cross the street no matter if the light is green or red.
- It is typical to see people working on their laptops and/or on their phones in public and at restaurants/cafes.
- Most people go to college after high school.
- It is important to recycle and divide your trash based on materials.
- If you are sick, you go to the doctor.
- Drinking alcohol is a normal part of life.

Cultural competence – Food & etiquette

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. **Only answer the question if your answer has changed and/or you have new insight.** Support your answer

with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

When you go to out to eat, you are expected to finish all of your food.

	Definitely No	No	Yes	Definitely Yes
Germany				
The United States				

Most people ask for a to-go box at the end of a meal if they haven't finished it.

	Definitely No	No	Yes	Definitely Yes
Germany				
The United States				

When you go out to eat, you wait for a host/hostess to seat you.

Questions

- When you go to out to eat, you are expected to finish all of your food.
- Most people ask for a to-go box at the end of a meal if they haven't finished it.
- When you go out to eat, you wait for a host/hostess to seat you.
- You usually tip your server 15-20% if they did a good job.
- If your food comes out and is not to your liking, i.e., undercooked and or cold, you can send it back to the chef.
- Most people take an afternoon break from work/studying to eat cake and drink coffee.
- Most people take their time when they go out to eat and do not like being rushed by the server to eat and leave.
- Most people use a knife and fork to eat finger-foods, e.g., pizza and chicken wings, and only their hands to do so when they are at home or with close company.
- Children are taught how to properly eat with a fork and knife, with the utensils staying in their hands until the meal is over.
- Most people chew with their mouths closed and place their napkins in their lap.

Cultural competence – Interpersonal relationships

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. **Only answer the question if your answer has changed and/or you have new insight.** Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

The image shows a sample screen view of a survey application. On the left is a desktop view, and on the right is a smartphone view. Both screens display a survey titled 'Engaging in small talk is a regular aspect of everyday life.' and 'Living together before marriage is a normal step in romantic relationships.' The survey is presented in a table format with columns for 'Definitely No', 'No', 'Yes', and 'Definitely Yes'. The rows are for 'Germany' and 'The United States'. The desktop view shows the full survey, while the smartphone view shows a mobile-optimized version of the same survey.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany				
The United States				

Engaging in small talk is a regular aspect of everyday life.

Living together before marriage is a normal step in romantic relationships.

Questions

- Engaging in small talk is a regular aspect of everyday life.
- Living together before marriage is a normal step in romantic relationships.
- Most people are comfortable discussing their health in detail with friends and acquaintances.
- Dating, getting married and having children is a common path in life for many people.
- Most people have a small but close group of friends.
- Making plans and following through with those plans, e.g., saying “we should grab a coffee sometime!” and then going a few days later to get a coffee, is an important aspect of friendship.
- It is appropriate to hug someone as a greeting the first time you meet them.
- Most people live close to home so as to be close to family.

- Humor is an important aspect of friendships.
- Most people use honorifics (titles of respect, e.g., Mr./Mrs./Dr.) when addressing people.

Cultural competence – Politics

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. **Only answer the question if your answer has changed and/or you have new insight.** Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

TEXAS

There is a strong separation between church and state.

Answer

Definitely No No Yes Definitely Yes

Germany

The United States

The debate between pro-life and pro-choice is a common theme in politics.

Answer

Definitely No No Yes Definitely Yes

Germany

The United States

The death penalty is often debated.

TEXAS

There is a strong separation between church and state.

Answer

Definitely No No

The debate between pro-life and pro-choice is a common theme in politics.

Definitely No

Questions

- There is a strong separation between church and state.
- The debate between pro-life and pro-choice is a common theme in politics.
- The death penalty is often debated.
- Political campaigns and advertisements can be seen all over the city and at the university.
- Most people enjoy engaging in conversations about international and national politics.
- Guns and gun violence is a common theme in the media.

- Most people view laws and regulations as important aspects of society that one should follow.
- The police are respected and seen as the protectors of society.
- Politicians usually put the needs of the people first and can be trusted to make responsible decisions.
- One’s political beliefs are a large part of their identity.

Cultural competence – Religion

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. **Only answer the question if your answer has changed and/or you have new insight.** Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

The image shows a sample screen view of a survey interface for Texas. The interface is divided into two main sections, each containing a question and a response grid. The first question is "Religion is an important part of everyday life." and the second question is "Religion plays a large role in politics and often influences elections." Both questions have four response options: "Definitely No", "No", "Yes", and "Definitely Yes". The survey is for Germany and The United States. The interface also includes a header with the Texas logo and a footer with a QR code.

Religion is an important part of everyday life.	
	Answer
	Definitely No No Yes Definitely Yes
Germany	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
The United States	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

Religion plays a large role in politics and often influences elections.	
	Answer
	Definitely No No Yes Definitely Yes
Germany	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
The United States	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

Your religion is a major part of your identity.

Questions

- Religion is an important part of everyday life.
- Religion plays a large role in politics and often influences elections.
- Your religion is a major part of your identity.
- People are welcoming of religions that differ from their own.

- Religious monuments and landmarks are commonly seen in cities and around town.
- Anti-religious groups have a strong and vocal presence in the public sphere.
- Most people think religion is a benefit to society.
- Most people view Islam as a threat to their society and more akin to a political movement than religion.
- Religion is not a part of public school education.
- It is unusual to see people praying in public.

Cultural competence – Language

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. **Only answer the question if your answer has changed and/or you have new insight.** Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

Most people view speaking with little to no grammatical mistakes as a sign of intelligence.

	Definitely No	No	Yes	Definitely Yes
Germany				
The United States				

Speaking a strong dialect is stigmatized.

	Definitely No	No	Yes	Definitely Yes
Germany				
The United States				

Dialects are regionally defined and are closely connected to identity.

Questions

- Most people view speaking with little to no grammatical mistakes as a sign of intelligence.
- Speaking a strong dialect is stigmatized.

- Dialects are regionally defined and are closely connected to identity.
- People are usually proud of their dialect and rarely assimilate to the standard language variety.
- Most people are proficient in at least one foreign language, if not more.
- Your grammar and pronunciation do not necessarily matter, as long as you are comprehensible when you speak.
- Several dialects and even foreign languages can be heard on the street in most towns and cities.
- I can easily differentiate between the different dialects in Germany and in the USA. If you answer “yes” or “definitely yes,” please list the various dialects and where they are geographically as well as their typical linguistic markers, e.g., “y’all” for southern speech.
- I am aware of the stereotypes associated with various German and US-American dialects. If you answer “yes” or “definitely yes,” please list the various dialects and the stereotypes associated with them.
- I speak a dialect of German and US-American English. If you answer “yes” or “definitely yes,” please elaborate on the dialect you speak for each country.

Cultural competence – Sports

Instructions

In this final section, read the statement and decide how you think it applies to Germany and The United States based on your own experiences. **Only answer the question if your answer has changed and/or you have new insight.** Support your answer with a few sentences. Your support can be anecdotal, from real-life experiences, things you have read, what ‘someone’ has told you, etc.

Sample screen view

The image shows a sample screen view of a survey interface. On the left is a desktop view, and on the right is a mobile phone view. Both screens display the same survey content, which includes a header with the 'TEXAS' logo, a statement, a response grid, and a second statement with another response grid.

Desktop View:

Header: TEXAS

Statement: National sports teams unify the country and are a source of pride.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Statement: Participating in sports is a good way to develop leadership and team-building skills.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Footer: Most people grow up playing sports, either in a club or at school.

Mobile View:

Header: TEXAS

Statement: National sports teams unify the country and are a source of pride.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Statement: Participating in sports is a good way to develop leadership and team-building skills.

	Answer			
	Definitely No	No	Yes	Definitely Yes
Germany	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
The United States	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Footer: Most people grow up playing sports, either in a club or at school.

Questions

- National sports teams unify the country and are a source of pride.
- Participating in sports is a good way to develop leadership and team-building skills.
- Most people grow up playing sports, either in a club or at school.
- Most sports fans indicate which team they support by wearing clothes/hats with their logo on it.
- People take sports as seriously as they do religion.
- Being a fan of a certain team plays a large role in your identity.
- There are stereotypes associated with fans of certain sports teams.
- Watching sports and/or going to games with friends is common.
- College sports play a large role in university life.
- German sports fans and US-American sports fans are different.

Changes

Instructions

There were no instructions provided for this portion of the survey as the questions and format were self-explanatory.

Sample screen view

The image shows a sample screen view of a survey interface. On the left is a desktop view, and on the right is a mobile view. Both views feature a header with the 'TEXAS' logo. The survey question is: 'After filling out the comparison section between the USA and Germany, did you notice that any of your opinions changed?'. The response options are 'Yes', 'No', and 'I cannot remember'. Below this is a text box for 'What motivated these changes? E.g., personal experience, stories from professors/classmates, etc.'. The mobile view also shows a QR code in the top right corner.

TEXAS

After filling out the comparison section between the USA and Germany, did you notice that any of your opinions changed?

Yes

No

I cannot remember

What motivated these changes? E.g., personal experience, stories from professors/classmates, etc.

TEXAS

After filling out the comparison section between the USA and Germany, did you notice that any of your opinions changed?

Yes

No

I cannot remember

What motivated these changes? E.g., personal experience, stories from professors/classmates, etc.

Questions

- After filling out the comparison section between the USA and Germany, did you notice that any of your opinions changed?
 - Yes
 - No
 - I cannot remember
- What motivated these changes? E.g., personal experience, stories from professors/classmates, etc.

Appendix I

RECRUITMENT MATERIALS: SA PARTICIPANTS

Recruitment materials for IRB study **2018-04-0069**

Recruitment announcement script for program director

[greetings, introduction, distribute hard copies of the informed consent forms]

Good evening! I am the resident director of this study abroad program. You are being asked to participate in a research study Emily Krauter is conducting about the effects of study abroad on your learning experience and critical thinking in this lower-division German course. She is interested in your actual experiences and how to improve study abroad and language programs at universities. Emily has asked me to do the recruiting and informed consent processes in order to minimize the risk that you feel pressured into participating.

Your participation is voluntary. You may decide not to participate at all or, if you start the study, you may withdraw at any time. Withdrawal or refusing to participate will not affect your relationship with Emily or The University of Texas at Austin in any way. Emily will protect your privacy and confidentiality when analyzing data and reporting results. If you agree to participate in this study, you will be asked to:

- Consent to the use of instructional materials for research purposes, including
 - Structured reflections in English and writing tasks in German
 - Attendance sheets and exit slips following some drama-based activities
 - Questionnaires: demographics questionnaire and mid-semester course evaluation
 - Surveys regarding your participation in class and about different cultural matters
 - Interviews about your study abroad experience
 - Video and audio recordings of you speaking German inside/outside of the classroom
 - Photographs of yourself and of artifacts you helped to produce during activities
 - You may still participate in the interview portion of the research study even if you choose not to consent to selected or all instructional materials
- Participate in and allow audio/video recordings of
 - Up to four 90-minute individual interviews
 - Emily will select potential interviewees such that only people who consent to participate will be contacted after the release of final grades
 - You may still participate in the research study even if you choose not to participate in audio recorded interviews
 - Class sessions with textbook based intervention activities
 - Audio recordings of German sentences

I will send an e-mail containing the informed consent document, which I distributed as a hard copy. If you choose to participate, please sign the form and indicate your consent preferences for the three data sources indicated above the signature line. You may return the signed form to me today or by email. My email address is on page 2 under “participation.” Alternatively, you may respond to my email message with the sentence “I consent to participation in research study 2018-04-0069” and with your permission preferences regarding use of instructional materials, audio/video recorded comments and photos.

Please do not send Emily the informed consent documents at any time. [optional:] *Sie dürfen Emily keine Dokumente schicken.* [German for “You are not allowed to send Emily any documents”]

What questions do you have regarding the study? [Q&A]

Please feel free to contact me if you have any further questions. Thank you for your time, and have a great semester!

—

Email template for requesting signed consent documents

Subject: Würzburg summer research study on study abroad

Dear Würzburg students,

Thank you for allowing me to announce Emily’s research study in class. Emily has asked me to do the recruiting and informed consent processes in order to minimize the risk that you feel pressured into participating. Your participation is voluntary. The attached document contains further details.

If you choose to participate, please sign the form and indicate your consent preferences for the three data sources indicated above the signature line. You may scan/photograph and return the signed form to me by email. Alternatively, you may respond to this email message with the sentence “I consent to participation in the research study 2018-04-0069” and with your permission preferences regarding use of instructional materials, audio/video recorded comments and photos.

Reminder: Please do not send Emily the informed consent documents at any time. *Sie dürfen Emily keine Dokumente schicken.* [German for “You are not allowed to send Emily any documents”].

Please feel free to contact me if you have any further questions. Thank you for your time, and have a great semester!

Best,
Würzburg Resident Director³

³ I have removed all identifying features from the original recruitment script and email to protect the director’s identity.

Appendix J

RECRUITMENT MATERIALS: AH PARTICIPANTS

Subject: GER 612 fall study

Dear GER 612 students,

Thank you for allowing me to announce my research study in class. Your participation is voluntary. The attached document contains further details.

If you choose to participate, please sign the form and indicate your consent preferences for the three data sources indicated above the signature line. You may scan/photograph and return the signed form to me by email at eckraute@utexas.edu. Alternatively, you may respond to this email message with the sentence “I consent to participation in the research study 2018-07-0116” and with your permission preferences regarding use of instructional materials, audio/video recorded comments and photos.

Please feel free to contact me if you have any further questions. Thank you for your time and have a great semester!

Best,

Emily Krauter

Principal Research Investigator

Appendix K

CONSENT FORM: SA PARTICIPANTS

IRB USE ONLY

Study Number: 2018-04-0069

Approval Date: 05/15/2018

Expires: 05/14/2019

Consent for Participation in Research

Title: Undergraduate students' linguistic and pragmatic gains in the study abroad context.

Introduction

The purpose of this form is to provide you information that may affect your decision as to whether or not to participate in this research study. The researchers will answer any of your questions. Read the information below and ask any questions you might have before deciding whether or not to take part. If you decide to be involved in this study, this form will be used to record your consent.

Purpose of the Study

You have been asked to participate in a research study about the effects of study abroad on your learning experience and linguistic/pragmatic skills in a lower-division German course.

What will you be asked to do?

If you agree to participate in this study, you will be asked to

- Consent to the use of instructional materials for research purposes, including
 - Structured reflections in English and writing tasks in German
 - Questionnaires: demographics questionnaire and mid-semester course evaluation
 - Surveys regarding your participation in class and about different cultural matters
 - Interviews about your study abroad experience
 - Video and audio recordings of you speaking German inside/outside of the classroom
 - Photographs of yourself and of artifacts you helped to produce during activities

- You may still participate in the interview portion of the research study even if you choose not to consent to selected or all instructional materials
- Participate in and allow audio/video recordings of
 - Up to four 90-minute individual interviews
 - You may still participate in the research study even if you choose not to participate in audio recorded interviews
 - Class sessions with textbook based intervention activities
 - Up to three audio recordings of German sentences

This study will include up to 30 study participants. Your participation in interviews will be audio recorded. Interviews will occur at your convenience during summer and fall 2018.

What are the risks involved in this study?

The only risk of this study is that participants may share information that they would not want to be connected to them personally, such as their views on US-American and German culture. This risk will be addressed by ensuring that all data collected are stored in a secure location and when data are reported, they will be summarized so that individuals are not identifiable.

What are the possible benefits of this study?

Participation in the research study may benefit individuals in regard to intercultural communicative competency. For example, by thinking about cultural and pragmatic differences between the USA and German, it may prepare them to successfully navigate between cultures. Additionally, this study may enrich their critical thinking skills. The results from this study may provide benefits to society by contributing to research on the environmental factor of foreign language instruction, e.g., abroad or on the home campus, and how that factor affects linguistic and pragmatic gains.

Do you have to participate?

No, your participation is voluntary. You may decide not to participate at all or, if you start the study, you may withdraw at any time. Withdrawal or refusing to participate will not affect your relationship with The University of Texas at Austin (University) in any way.

Will there be any compensation?

You will not receive any type of payment for participating in this study. Your G612 instructor will award you 2% extra credit for complete participation in this study.

How will your privacy and confidentiality be protected if you participate in this research study?

I will protect your confidentiality by assigning pseudonyms. The key that links your name and pseudonym will be stored as a separate file. When data are presented for research purposes, individual students will not be identifiable. In addition, I will not reveal to anyone any information that might influence your reputation. If it becomes necessary for the Institutional Review Board to review the study records, information that can be linked to you will be protected to the extent permitted by law. Your research records will not be released without your consent unless required by law or a court order. The data resulting from your participation may be made available to other researchers in the future for research purposes not detailed within this consent form. In these cases, the data will contain no identifying information that could associate it with you, or with your participation in any study. If you choose to participate in interviews, you will be audio recorded. Audio recordings and their transcriptions will be stored securely and only the researcher will have access to recordings. Data in de-identified form will be kept indefinitely. Video recordings will also be stored securely and used only when analyzing the data. I will destroy all video and audio recordings after they have been transcribed and analyzed. I will also destroy all pictures after I have analyzed them. The projected date for the deletion of these materials (audio/video recordings and pictures) is summer 2019, although depending on how long data analysis takes, it may not be until spring 2020.

Whom to contact with questions about the study?

You can contact Emily Claire Krauter for any questions. [eckraute@utexas.edu]

Whom to contact with questions concerning your rights as a research participant?

For questions about your rights or any dissatisfaction with any part of this study, you can contact, anonymously if you wish, the Institutional Review Board by phone at (512) 471-8871 or email at orsc@uts.cc.utexas.edu.

Participation

If you agree to participate, please return a signed form in person or scanned to Emily Claire Krauter [eckraute@utexas.edu]. You will receive a copy of this form. Alternatively, you may respond to the language program director's⁴ email message with the sentence "I consent to participation in research study 2018-04-0069" and with your permission preferences regarding use of instructional materials, audio/video recorded comments and photos (see below).

Signature

You have been informed about this study's purpose, procedures, possible benefits and risks, and you have received a copy of this form. You have been given the opportunity to ask

⁴ I have removed all identifying features from this version.

questions before you sign, and you have been told that you can ask other questions at any time. You voluntarily agree to participate in this study. By signing this form, you are not waiving any of your legal rights.

Consent for use of instructional materials: Do you agree to the use of instructional materials? ____ yes

- ____ no
- ____ yes, but only the ones I have checked above on page 1

Consent for interviews: Do you agree to participate in interviews?

- ____ yes
- ____ no

Consent for audio recording: Do you agree to participate in audio recordings?

- ____ yes
- ____ no

Consent for use of photos and video: Do you consent to the use of photos and video that show your face?

- ____ yes
- ____ no
- ____ yes, but please blur identifying features

Printed Name

Signature

Date

Emily Claire Krauter

Name of Person obtaining consent

Signature of Person obtaining consent

Date

Appendix L

CONSENT FORM: AH PARTICIPANTS

IRB USE ONLY

Study Number: 2018-07-0116

Approval Date: 08/28/2018

Expires: 08/28/2021

Consent for Participation in Research

Title: Undergraduate students' linguistic and pragmatic gains in the study abroad context.

Introduction

The purpose of this form is to provide you information that may affect your decision as to whether or not to participate in this research study. The researchers will answer any of your questions. Read the information below and ask any questions you might have before deciding whether or not to take part. If you decide to be involved in this study, this form will be used to record your consent.

Purpose of the Study

You have been asked to participate in a research study about the effects of study abroad on your learning experience and linguistic/pragmatic skills in a lower-division German course.

What will you be asked to do?

If you agree to participate in this study, you will be asked to

- Consent to the use of instructional materials for research purposes, including
 - Structured reflections in English and writing tasks in German
 - Questionnaires: demographics questionnaire and mid-semester course evaluation
 - Surveys regarding your participation in class and about different cultural matters
 - Interviews about your GER 612 experience
 - Video and audio recordings of you speaking German inside/outside of the classroom
 - Photographs of yourself and of artifacts you helped to produce during activities

- You may still participate in the interview portion of the research study even if you choose not to consent to selected or all instructional materials
- Participate in and allow audio/video recordings of
 - Up to four 90-minute individual interviews
 - You may still participate in the research study even if you choose not to participate in audio recorded interviews
 - Class sessions with textbook based intervention activities
 - Up to three audio recordings of German sentences

This study will include up to 30 study participants. Your participation in interviews will be audio recorded. Interviews will occur at your convenience during fall 2018 and spring 2019.

What are the risks involved in this study?

The only risk of this study is that participants may share information that they would not want to be connected to them personally, such as their views on US-American and German culture. This risk will be addressed by ensuring that all data collected are stored in a secure location and when data are reported, they will be summarized so that individuals are not identifiable.

What are the possible benefits of this study?

Participation in the research study may benefit individuals in regard to intercultural communicative competency. For example, by thinking about cultural and pragmatic differences between the USA and German, it may prepare them to successfully navigate between cultures. Additionally, this study may enrich their critical thinking skills. The results from this study may provide benefits to society by contributing to research on the environmental factor of foreign language instruction, e.g., abroad or on the home campus, and how that factor affects linguistic and pragmatic gains.

Do you have to participate?

No, your participation is voluntary. You may decide not to participate at all or, if you start the study, you may withdraw at any time. Withdrawal or refusing to participate will not affect your relationship with The University of Texas at Austin (University) in any way.

Will there be any compensation?

You will not receive any type of payment participating in this study. Participants may receive up to 2% extra credit for participation in the study, although there will also be other ways independent of participation in the study to receive extra credit.

How will your privacy and confidentiality be protected if you participate in this research study?

I will protect your confidentiality by assigning pseudonyms. The key that links your name and pseudonym will be stored as a separate file. When data are presented for research purposes, individual students will not be identifiable. In addition, I will not reveal to anyone any information that might influence your reputation. If it becomes necessary for the Institutional Review Board to review the study records, information that can be linked to you will be protected to the extent permitted by law. Your research records will not be released without your consent unless required by law or a court order. The data resulting from your participation may be made available to other researchers in the future for research purposes not detailed within this consent form. In these cases, the data will contain no identifying information that could associate it with you, or with your participation in any study. If you choose to participate in interviews, you will be audio recorded. Audio recordings and their transcriptions will be stored securely and only the researcher will have access to recordings. Data in de-identified form will be kept indefinitely. Video recordings will also be stored securely and used only when analyzing the data. I will destroy all video and audio recordings after they have been transcribed and analyzed. I will also destroy all pictures after I have analyzed them. The projected date for the deletion of these materials (audio/video recordings and pictures) is summer 2019, although depending on how long data analysis takes, it may not be until spring 2020.

Whom to contact with questions about the study?

You can contact Emily Krauter for any questions. [eckraute@utexas.edu]

Whom to contact with questions concerning your rights as a research participant?

For questions about your rights or any dissatisfaction with any part of this study, you can contact, anonymously if you wish, the Institutional Review Board by phone at (512) 471-8871 or email at orisc@uts.cc.utexas.edu.

Participation

If you agree to participate, please return a signed form in person or scanned to Emily Krauter [eckraute@utexas.edu] You will receive a copy of this form. Alternatively, you may respond to Emily's email message with the sentence "I consent to participation in research study 2018-07-0116" and with your permission preferences regarding use of instructional materials, audio/video recorded comments and photos (see below).

Signature

You have been informed about this study's purpose, procedures, possible benefits and risks, and you have received a copy of this form. You have been given the opportunity to ask questions before you sign, and you have been told that you can ask other questions at any

time. You voluntarily agree to participate in this study. By signing this form, you are not waiving any of your legal rights.

Consent for use of instructional materials: Do you agree to the use of instructional materials?

- ☐ yes
- ☐ no
- ☐ yes, but only the ones I have checked above on page 1

Consent for interviews: Do you agree to participate in interviews?

- ☐ yes
- ☐ no

Consent for audio recording: Do you agree to participate in audio recordings?

- ☐ yes
- ☐ no

Consent for use of photos and video: Do you consent to the use of photos and video that show your face?

- ☐ yes
- ☐ no
- ☐ yes, but please blur identifying features

Printed Name

Signature

Date

As a representative of this study, I have explained the purpose, procedures, benefits, and the risks involved in this research study.

Emily Claire Krauter.
Name of Person obtaining consent

Signature of Person obtaining consent

Date

Appendix M

1ST INTERVENTION WORKSHEET

9A: *Die Alltagsroutine*

Die Kriegerin (2011)

Pre-viewing activity: What is grocery shopping like in the United States? What is typical/atypical? Write a few notes.

As you watch the clip, note words, phrases or body language that characterize the Germans in the scene.

Post-Viewing: What struck you about that video? What was similar/different to grocery shopping in the United States?

Homework: Rewrite the scene for a US-American audience. What would you change? (Clothing, speech, interaction, products, body language, etc.) Afterwards, go shopping at a German grocery store and interact with the personnel, e.g., ask for where the apples are, and write a summary of your experience (about 250 words, in English). Things to include: where you went shopping, what time, who you interacted with, what you asked, if you stayed in German in the entire time and how your experience compared to times when you interacted with personnel at a US-American grocery store. Email your rewritten scene, this worksheet and your journal entry to Emily eckraute@utexas.edu. Come back to class on Wednesday ready to discuss your experience.

Appendix N

2ND INTERVENTION WORKSHEET

All English translations are in brackets and were not included in the original version for the study.

Situation: Johannes, Friedl and Cosima are all German students around the same age studying at a university in Freiburg, Germany and are meeting for the first time. Rate Cosima's responses (both verbal and nonverbal, e.g., words and body language) to Johannes and Friedl. After rating the conversation, rewrite any sections you and your partner find problematic. (Adapted from Ishihara and Cohen 2014, p. 294).

Situation 1	Situation 2
<p>Johannes: Hallo, ich heiße Johannes und das ist Friedl. [Hi, my name is Johannes and that’s Friedl.]</p> <p>Friedl: Moin! Wie heißt du? [Hi! What’s your name?]</p> <p>Cosima: Ich bin Cosima. (Cosima hugs and kisses Johannes and Friedl on both cheeks) [I’m Cosima.]</p> <p>Johannes: Freut mich! [Nice to meet you!]</p> <p>Friedl: Gleichfalls! [Likewise!]</p> <p>Cosima: Was studiert ihr? [What do you all study?]</p> <p>Friedl: Ich studiere Kunst aber Johannes studiert Biologie. Du? [I study art but Johannes studies biology. You?]</p> <p>Cosima: Schön! Ich studiere auch Kunst. [Nice! I also study art.]</p> <p>Friedl: Geil! [Sweet!]</p>	<p>Johannes: Hallo, ich heiße Johannes und das ist Friedl. [Hi, my name is Johannes and that’s Friedl.]</p> <p>Friedl: Moin! Wie heißt du? [Hi! What’s your name?]</p> <p>Cosima: Hallo, ich heiße Frau Wiegand. Nett, Ihnen kennen zu lernen. (Cosima shakes their hands) [Hello, my name is Ms. Wiegand. It’s a pleasure to meet you.]</p> <p>Johannes: Freut mich! [Nice to meet you!]</p> <p>Friedl: Gleichfalls! [Likewise!]</p> <p>Cosima: Was studieren Sie? [What do you study?]</p> <p>Friedl: Ich studiere Kunst aber Johannes studiert Biologie. Du? [I study art but Johannes studies biology. You?]</p> <p>Cosima: Ich studiere auch Kunst. [I also study art.]</p> <p>Friedl: Alles klar. [Alright.]</p>
Evaluation	Evaluation
4 – Very appropriate; 3 – Somewhat appropriate; 2 – Less appropriate; 1 – Inappropriate	4 – Very appropriate; 3 – Somewhat appropriate; 2 – Less appropriate; 1 – Inappropriate
1 Strategies of introduction	4 3 2 1
2 Vocabulary phrases	4 3 2 1
3 Level of formality	4 3 2 1
4 Pragmatic tone	4 3 2 1
Student’s comments:	Student’s comments:

Appendix O

3RD INTERVENTION WORKSHEET

10A/B: *Besorgungen /In der Stadt*

Warm-up: How do you run errands? Describe your routine.

-
-
-
-

Übung: Sie wollen neue Turnschuhe von Adidas kaufen. Sie wohnen in Würzburg und sind an der Universität. Wo finden Sie ein Adidas-Geschäft? Schreiben Sie, wie Sie an die richtige Information kommen. Wo ist das Geschäft? Wie kommt man dahin? Schreiben Sie die Wegbeschreibung für sich selbst oder für einen Freund/eine Freundin, der/die sich nicht in Würzburg auskennt. Entscheiden Sie sich was auf Deutsch und was auf Englisch sein muss.

Hilfreiche Websites:

<https://www.adidas.de>

<https://www.thelabelfinder.de/würzburg/adidas/geschäfte/DE/25900/2805615>

<https://www.google.com/maps/place/ZAPATA+Outlet+Lagerverkauf/@49.7915246,9.951202,14z/data=!4m5!3m4!1s0x47a28e4c8531951b:0x61efafe1a47d363c!8m2!3d49.796068!4d9.984161>

Hausaufgabe: Schreiben Sie den Weg für sich selbst oder für einen Freund/eine Freundin. Seien Sie genau und benutzen Sie so viele Details wie möglich. Wenn Sie fertig sind, tauschen Sie Ihre Wegbeschreibung mit einem Partner/einer Partnerin und probieren Sie es! Finden Sie das Geschäft?

Appendix P

4TH INTERVENTION WORKSHEET

12A/B: *In der Natur /Die Umwelt*

Task: Read through the two advertisements and ponder the following questions:

- Is this a good thing to do with someone?
- What are their claims?
- Is it real?
- What would you rather do?
- How much of it is German/American?
- Which one do you like best?
- Which one do you think a German/American would like best?
- Is it for a German/American or for everyone?

Reflection: are the adventures being sold the same way? Why/why not?

Homework: Write up a travel ad for Würzburg for a German and US-American audience. Use the two samples as inspiration.

German advertisement

WINTERSAUSE IM ALLGÄU - FAMILIENPASS BEI JEDEM WETTER

Große Enttäuschung, lange Kindergesichter: mal wieder ein Weihnachten ohne Schnee. Und auch das neue Jahr bringt den meisten Teilen Deutschlands keine ekstatische Frau Holle. Großer Skizirkus ist aber auch nicht das, wonach uns der Sinn steht. Manchmal kommt der Zufall zur Hilfe – diesmal in Form einer Einladung unserer Freundin Sylke. „Wollen wir zusammen Silvester feiern?“. Wir zögern nicht lange, packen Winterschlafsäcke, Winterkleidung, Schlitten, Boards und Skier ein und ziehen los Richtung **Allgäu**. „Schneesturm. Weiß nicht, ob ihr es bis zu meinem Haus schafft“, schreibt uns Sylke, als wir gerade aufgebrochen sind. Unsere Kinder sind begeistert. Schneesturm im Allgäu? Das ist genau das, was sie sich wünschen!





NEUJAHRSWANDERUNG IM SCHNEE

Als wir ankommen, ist der Schnee längst in Regen übergegangen. Mit 4 bis 5 Grad über dem Januardurchschnitt bricht mal wieder ein Winter den neuen Temperaturrekord in Deutschland. Auch hier im Allgäu. Kein Grund für Mio, Hannah und Frieda, nicht sofort die Schlitten und Snowboards auszupacken und auf der Kuhweide hinterm Haus die Wintersause zu beginnen. Sylke schaut aus dem Fenster ihrer Küche, mit Blick auf die Berge: „Da müsst ihr schon weiter hoch fahren, um in den richtigen Schnee zu kommen.“. Zum Glück kennt Sylke die Gegend und schmielt mit uns Pläne. Dass wir nicht die Einzigen sind, die sich am Neujahrstag bei strahlendem Sonnenschein auf die Winterwanderwege stürzen, ist klar. Unser bunter Haufen kündigt sich zum Glück immer rechtzeitig an: 4 Erwachsene, 3 Kinder, 4 Hunde – wir sind weder zu übersehen noch zu überhören.

“Die Kinder können noch so erschöpft sein – ein bisschen Schnee unter Kufen und Schuhen, schon sind sie nicht mehr zu bremsen. “

Es ist mir ein Rätsel, aus welchen versteckten Reservoirs Kinder ihre Energie beziehen, wenn sie Schnee vor sich sehen. Paula, Mio, Hannah und Frieda können noch so erschöpft sein – ein bisschen Schnee unter Kufen und Schuhen, schon sind sie nicht mehr zu bremsen. Nicht einmal nach einer langen Silvesternacht. Jeder Schritt vorwärts zieht einen halben rückwärts nach sich, so eisig sind die Wege, nachdem eine Warmfront den Schnee mit einer Eisschicht überzogen hat. An manchen Stellen brechen die Kinder bis zum Hosenboden in den Schnee ein – und können ihr Glück kaum fassen. Hysterisch lachend wälzen sie sich im Schnee und lassen sich die weißen Kuhweiden herunterrollen. Noch enthusiastischer ist unsere Hündin Rula, die sich benimmt, als hätte sie zum ersten Mal in ihrem Leben Schnee unter den Pfoten. Ein paar Tage später, auf den Winterwanderwegen um das Häderichmoor, lernen wir sie von einer ganz neuen Seite kennen: Rula wird zum Schlittenhund. Voller Inbrunst legt sie sich ins Geschirr und zieht Paula und Hannah durch die glitzernde Winterlandschaft. Lachend treten Wanderer zur Seite, wenn sich das Gespann nähert. Rula ist nicht kleinzukriegen.



NACH DEM REGEN KOMMT DER SONNENSCHNEIN...


Drei Tage lang hüllen sich das Allgäu und die umgebenden Bergregionen in graues Schweigen. Es gießt aus Kübeln, der Wind peitscht gegen die Scheiben und mehr als einmal fürchten wir, Sylkes Bäume am Haus könnten den Orkanböen nicht standhalten. „So viel Regen im Januar, das ist völlig verrückt!“, findet Sylke. Ja, das Allgäu und wir, das ist eine ganz besondere Geschichte. „Ich rufe euch an, wenn wir im Sommer dringend Regen brauchen“, scherzt Sylke.

Am nächsten Tag strahlt die Sonne wieder. So als sei nichts gewesen. Eigentlich ist es unser letzter Tag hier im Allgäu. Tatsächlich gibt es Menschen die behaupten man solle gehen wenn's am schönsten ist. Aber heißt es nicht auch, man solle Feste feiern wie sie fallen? Statt auf die

Autobahn fahren wir noch einmal in die Berge. Sylkes Tipp für die Kinder, die noch eine ordentliche Schlittensause erleben wollen: Von der Gunzesried-Säge zur Alpe Rappengeschwend wandern und dann ins Tal zurücksausen. Eineinhalb Stunden geht es stur bergauf. Nur die Vorstellung, hier gleich fernab aller Straßen und Siedlungen durch die Winterlandschaft sausen zu können, gibt uns neuen Antrieb. Es wird ein gebührender Abschluss unserer Allgäuer Wintersause. Der Jubel der Kinder halt von den Bergen wider, als sie in halsbrecherischer Geschwindigkeit um die Kurven sausen. Ich finde, Feste feiert man am besten so, wie sie fallen!



US-American advertisement



Tanzania Family Adventure & Safari

A Safari Dream Come True

★★★★☆ (0) | Activity Level: 1 | Days: 9 | Group Size: 4-12 | Member price: from \$4,899 | Non-member price: from \$5,389

[Overview](#) [Itinerary](#) [What's Included](#) [Departure dates](#) [Gear list](#) [Reviews](#) [Q & A](#) **Member price: from \$4,899** [Choose your date](#)

Overview


Spend nine exciting days exploring Tanzania's vibrant culture and captivating wildlife reserves.

Tanzania is quintessential safari land. Thousands of animals stream across the vast stretches of savannah. Giraffes gallop past baby elephants still clinging to their mothers and lions move gracefully toward their prey. The whole scene blends seamlessly into a multi-hued sky, where the sun floods the land with life-giving light. This trip provides a chance for the whole family to experience the thrill of safari in the most classic sense.

Our safari mixes fun activities with visits to Tanzania's premier wildlife parks, Lake Manyara, Ngorongoro Crater and the Serengeti. Visit a traditional Maasai village and hike with warriors to the top of the Rift Valley Escarpment. Cycle past farmlands and play games with local children at a highlands orphanage. Have cameras ready during a visit to the Serengeti National Park, one of the largest and last remaining wildlife sanctuaries in the world. With kid-friendly, comfortable lodging along the way, the whole family can enjoy a safari dream come true.

Kids get an REI day pack — Kids traveling on our Family Adventures will receive an REI day pack for their adventure! Kids age 8-17 will receive the REI Flash 18 Pack (while quantities last, colors may vary). [Learn more about REI Family Adventures.](#)

Not traveling with kids under 18? Check out our [Tanzania Classic Safari](#) trip or inquire about a private departure of this itinerary.



Trip highlights

- Wildlife safari in the Ngorongoro, Serengeti and Lake Manyara ecosystems
- Hike with Maasai through the rift valley highlands and experience village life
- Cycle in the countryside and search for monkeys on a forest canopy walkway
- Support a local children's home and connect through play and art

Choose your date

Year	Month
2018	All Months
Select a date below to book your trip:	
Jun 28 - Jul 6 from \$4,899	Jul 7 - 15 from \$4,899
Available	Available
Jul 31 - Aug 8 from \$4,899	Aug 6 - 14 from \$4,899
Available	Available

[See all departures for this trip](#)

Prices are per person, double occupancy

Or book a [private departure](#).

[Live chat](#)

1-800-622-2236

- Enjoy family-friendly accommodations and authentic Tanzanian wilderness

Activities

- Hiking
- Biking
- Wildlife Safari

Accommodations

Lodges, 5 nights; Classic Tented Safari Camp, 3 nights

📞 1-800-622-2236

to reserve this trip over the phone

Monday-Friday, 7 AM to 5 PM Pacific Time

Itinerary

🖨️ [Print Itinerary](#)

Expand all days

- ⌚ Day 1: Welcome to Africa's wildlife paradise: Northern Tanzania.
- ⌚ Day 2: Walking safari and game drive in Arusha National Park.
- ⌚ Day 3: Hike with Maasai and visit a children's home in the Ngorongoro Highlands.
- ⌚ Day 4: Full day safari in the Ngorongoro Crater.
- ⌚ Day 5: Farmland cycling, canopy skywalk and safari at Lake Manyara.
- ⌚ Day 6: Visit archeological hotspot Olduvai Gorge and safari in the Serengeti.
- ⌚ Day 7: Safari in the vast wilderness expanse of the Serengeti National Park.
- ⌚ Day 8: Optional balloon safari and game drive in the Serengeti National Park.
- ⌚ Day 9: Fly to Arusha and prepare for departure from Africa.

Note on Itinerary

Although we do our very best to adhere to the schedule listed above, this itinerary is subject to change for numerous reasons beyond our control. February and March departures offer the best opportunity to see the great wildebeest and zebra migration.



What's included

Call 1-800-622-2236 to reserve this trip on the phone

Monday-Friday, 7 AM to 5 PM Pacific Time

Options

- Children's discount (ages 8-17) - \$400

Price Includes

Accommodations in lodges and tented safari camps, including family style accommodations on Days 3-8; internal airfare between the Serengeti and Arusha; all park fees and VAT; meals as noted on the daily itinerary; special activities as listed in the itinerary; services of bi-lingual guides; private safari

vehicles with guaranteed window seat; airport transfer on Day 1 and Day 9.

Not Included

Round-trip international airfare, entry visa fee, departure tax; airport transfers when arriving/departing outside of group transfer times; travel insurance; excess baggage charges; alcoholic beverages; items of a personal nature; optional activities; gratuities to your guides and drivers.

MEET YOUR GUIDES

Rama M.



Rama's been guiding since 2006 and is a certified First Aid Trainer. He's a polyglot with a flair for music and an aptitude for technology. He also possesses a sixth sense for spotting wildlife and loves discussing finer points of animal behavior and ecology.

Next guide



ADVENTURE EXPERT



Consider as you sign up

Airline tickets - Please check with us before purchasing your airline tickets to ensure your trip is confirmed with the minimum number of participants required to operate.

Travel insurance - To protect your travel investment, we highly recommend the purchase of travel insurance. Please contact us or [see details](#).

REI membership - Get a member discount on most REI Adventures trips plus [other valuable benefits](#).

REI Co-op Mastercard® - Earn 5% back on REI Adventures trips and all REI net purchases. [Learn more](#).

Additional Information

Special Payment, Cancellation, and Transfer Policy

A deposit of \$400 per person is required at time of booking to secure space. Full payment is required 90 days before departure date.

If you decide to transfer or cancel your trip, the following fees apply and are due when we receive notice:

91+ days prior to departure = \$0

61 to 90 days = \$400 per person

31 to 60 days prior to departure = 50% of the total trip cost is non-refundable/non-transferable

0 to 30 days prior to departure = 100% of the total trip cost is non-refundable/non-transferable

Single Accommodations

Families will be roomed together unless any family members request single accommodations, in which case they will be asked to pay a single supplement fee.

- Single supplement 2018 - \$849
- Single supplement 2019 - \$849

Weather

The weather will typically be mild during the day 70–80°F, and cooling off in the evening 50–60°F. Rain is possible at any time, but unlikely from July through October, during the dry season. Departures from December through February can expect daytime temperatures to be about 10 degrees higher on average. The Ngorongoro Crater is over 7,500' + high, so expect cool mornings and evenings regardless of the season.

Jeff



Tanzania's raw colorful culture and incredible wildlife is unforgettable opportunity for any family and truly a world expanding, life changing experience for a teen or child. No place in Africa is like Tanzania.

Appendix Q

PRONUNCIATION TASK: AH AND SA PARTICIPANTS

Read the following sentences out loud. Wait three seconds before starting a new sentence.

1. Wir essen Bienenstich und trinken Kaffee.
2. Das U-Boot ist unter Wasser.
3. Ich habe viele Freunde in der Schule.
4. Der Mantel mit den fünf Knöpfen ist schöner als die Mäntel mit einem Knopf.
5. Wir wollen wissen, wie wir das wissen sollen.
6. In vier Wochen wird Veronikas Vater wieder in seiner Villa wohnen.
7. Jeden Tag soll ich Gemüse und Grünzeug wie Salat essen.
8. Meine Schwester studiert Jura an der Universität Jena.
9. Die Mäuse laufen einfach im Zimmer herum.
10. Tausende Leute gehen an uns vorbei.
11. Paul macht eine Europareise mit Freunden.
12. Meine Frau kauft ein neues Haus außerhalb von Mainz.
13. Für den Sauerbraten brauchen wir Rotweinessig.
14. Der Besucher fragt Manfred ruhig am Rat.
15. Ingrids böser Bruder ist gierig und gemein.
16. Jörg sitzt im Zug und singt ein Lied.
17. Felix fängt eine Qualle aus dem Ozean.
18. Der Zoowärter zähmt ein quergestreiftes Zebra.
19. Herr Quast brät Knödel in der Pfanne.
20. Das Taxi fährt kreuz und quer durch die Schweiz.
21. Esel essen Nesseln nicht, Nesseln essen Esel nicht.
22. Der Müllwagen kommt zweimal in der Woche.
23. Wie retten wir uns vor der Erderwärmung?
24. Schlagen Sie eine bessere Lösung vor.
25. Willst du die Schafe, Kühe oder die Pferde sehen?
26. Wenn du nicht gleich ins Bett gehst, geht bald die Sonne auf.
27. Machen wir heute ein Picknick im Wald?
28. Wohnst du lieber in den Bergen oder an der Küste?
29. Der alte Koch arbeitet nur noch halbtags.
30. Ich suche gerade seine Telefonnummer in meinem Adressbuch.
31. Seit einer Woche leitet sie das Büro.
32. Die Kandidaten werden vor der Wahl sehr nervös.
33. Die Assistentin kocht sich oft eine Tomatensuppe im Labor.
34. Aus diesem Katalog kann man sehr günstig Büromaterial bestellen.
35. Das Nadelöhr am Autobahndreieck wird ab morgen ausgebaut.

Pronunciation task, cont.

36. Auch am Abend kann man Geld vom Geldautomaten abheben.
37. Ich nehme immer eine Zahnbürste, Zahnpasta und saubere Unterwäsche mit.
38. In der Küche kocht die Köchin mit einem großen Kochlöffel.
39. Sie ändern morgen alle Fahrpläne für die Züge in Österreich.
40. Jürgen fährt mit den öffentlichen Verkehrsmitteln zur Universität.
41. Meine Freundin ist lieb und besucht mich heute.
42. Im Mai wird es schön warm und sonnig.
43. Trink eine Tasse Tee, damit du wieder wach wirst.
44. Im Sommer schwimmen die Kinder im See.
45. Es hat fast den ganzen Tag geregnet.
46. Viele machen im Sommer Urlaub am Strand.
47. Hast du den Flug schon gebucht?
48. Er ist kein Dieb!
49. In Frankfurt essen glückliche Kinder knackige Bockwürste.
50. Mein Lieblingsmöbelstück ist diese knallrote Couch.

Appendix R

BEGINNING OF PROGRAM INTERVIEW QUESTIONS: SA PARTICIPANTS

The questions below are possible starting points for a semi-structured, open-ended interview administered to participants at various points during and post-program. The interview questions may change based on the informants' answers, but the informants will never be forced to answer any questions and will always be reminded that their participation is voluntary and that they can opt at any moment/refuse to answer any question with no repercussions.

1. Why did you decide to study abroad in Germany?
2. What are you hoping to get out of this 10-week program?
3. Have you done anything already to make those goals a reality?
4. How often do you speak German outside of class?
5. Do you regularly speak German with your US-American friends in the program?
6. Have you made an effort to make German friends?
7. In service encounters, e.g., ordering food at a restaurant or coffee at a café, are you eager to speak German or do you switch to English? If the service representative, e.g., waiter/waitress, addresses you in English, do you switch to English as well or persist in German?
8. What do you foresee as your biggest obstacle during these 10-weeks?
9. Are you participating in the tandem partner program? Why/why not?
10. What are your impressions so far of Germany? The people, food, culture, lifestyle?
11. Do you think Germans are healthier than Americans? Why/why not?
12. Culture shock?

Appendix S

BEGINNING OF SEMESTER INTERVIEW QUESTIONS: AH PARTICIPANTS

The questions below are possible starting points for a semi-structured, open-ended interview administered to participants at various points during and post-program. The interview questions may change based on the informants' answers, but the informants will never be forced to answer any questions and will always be reminded that their participation is voluntary and that they can opt at any moment/refuse to answer any question with no repercussions.

1. Why did you decide to take GER 612 at UT and not in Würzburg?
 - a. What are you hoping to get out of this 16-week semester?
 - b. Have you done anything already to make those goals a reality?
2. How often do you speak German outside of class?
 - a. Do you regularly speak German with your US-American friends in the class?
 - b. Have you made an effort to make German friends in Austin?
3. What do you foresee as your biggest obstacle during these 16-weeks?
4. Are you participating in the tandem partner/Stammtisch program? Why/why not?
5. What are your impressions of Germany? The people, food, culture, lifestyle?
6. Do you think Germans are healthier than Americans? Why/why not?
7. Have you ever experienced culture shock during class?
8. Why did you start taking German?

Appendix T

MID-PROGRAM INTERVIEW QUESTIONS: SA PARTICIPANTS

The questions below are possible starting points for a semi-structured, open-ended interview administered to participants at various points during and post-program. The interview questions may change based on the informants' answers, but the informants will never be forced to answer any questions and will always be reminded that their participation is voluntary and that they can opt at any moment/refuse to answer any question with no repercussions.

1. How are things going? You are half-way through – do you feel like you are improving linguistically?
2. Any instances of culture shock?
3. Revisit your goals for the program – how are things going? Have these changed?
4. Do you have a speaking partner? Are you still in contact?
5. How do you think the group is doing? Is everyone still putting in an effort to speak German? Or has that fallen by the wayside by now? Why do you think that is?
6. Did you watch the World Cup game yesterday? What did you think?
7. Is the program/Würzburg what you expected? Why/why not?
8. Goals for the rest of the program?
9. Do you have a “study abroad” bucket list? What’s on it?

Appendix U

MID-SEMESTER INTERVIEW QUESTIONS: AH PARTICIPANTS

The questions below are possible starting points for a semi-structured, open-ended interview administered to participants at various points during and post-program. The interview questions may change based on the informants' answers, but the informants will never be forced to answer any questions and will always be reminded that their participation is voluntary and that they can opt at any moment/refuse to answer any question with no repercussions.

1. How are things going? You are half-way through the semester – do you feel like you are improving linguistically?
2. Any instances of culture shock?
3. Revisit your goals for the program – how are things going? Have these changed?
4. Do you have a speaking partner? Do you go to Stammtisch? Why/why not?
5. How do you think the class is doing? Does everyone make an effort to speak German? Or has that fallen by the wayside by now? Why do you think that is?
6. What are your goals for the rest of the semester?

Appendix V

END OF PROGRAM INTERVIEW QUESTIONS: SA PARTICIPANTS

The questions below are possible starting points for a semi-structured, open-ended interview administered to participants at various points during and post-program. The interview questions may change based on the informants' answers, but the informants will never be forced to answer any questions and will always be reminded that their participation is voluntary and that they can opt at any moment/refuse to answer any question with no repercussions.

1. How do you think your German has changed/improved/lessened now that the program is over? Are you relying on any formulaic phrases?
 - a. Looking back at your goals for the program, did you achieve them?
Why/why not?
2. Would you say that you have a better command of the German language now?
 - a. What improved the most? Conversational skills, pronunciation, grammar, pragmatics, etc.?
3. What was your biggest challenge this summer? Was it what you expected? How did you handle it?
4. What are you going to miss the most from your summer in Würzburg?
5. What are you looking forward to the most when you reenter the USA?
6. Did you ever experience culture shock?
 - a. What was it?
 - b. How did you deal with it?
7. What advice would you give fellow UT students who are also planning to participate in the Würzburg program? 3 most important things?
8. If you could go back and give yourself advice at the beginning of the program, what would it be? What do you wish you would have known?
9. Do you regret studying abroad?
 - a. Why/why not?
10. Did you ever get homesick?
 - a. What did you do to remedy it?
11. What did you think of the German food?
12. What did you think of the German culture? What was the most striking?
13. How often did you eat McDonald's while you were here? Pizza hut? Dominoes? Other American food?

14. Where did you travel while you were here? How long did you stay? Did your experiences there affect how you perceived Germany? Did you travel a lot by yourself? Who did you mainly travel with?
15. Has your style changed? Have you noticed any changes in yourself?
16. Did you pick up any habits while studying abroad? E.g., smoking, drinking, running, eating?
17. Did you German ever get corrected? What was that like?
18. Did you work/ have a job while you were in Würzburg?
19. Did you have any romantic relationships in Germany? Platonic relationships?
20. Who was your tutor and how would you rate them? Did they help you adjust to life in Germany?
21. Who did you spend the majority of your time with? People from your dorm? Your tutor? German friends? Etc.?
22. Have you had any dreams in German? What was that like?
23. Did you go to the Sporthalle [gym]? What kind of sports did you play?
24. Was Germany what you expected? In terms of what you learned in German class?
25. Did you pick up smoking?
26. Did you go to any religious services while you were here?
27. How has studying abroad affected your life and your ability to think critically? Did it have an effect?
28. Did this experience have an effect on your identity as a US-American/ your views on America?

Appendix W

END OF SEMESTER INTERVIEW QUESTIONS: AH PARTICIPANTS

The questions below are possible starting points for a semi-structured, open-ended interview administered to participants at various points during and post-program. The interview questions may change based on the informants' answers, but the informants will never be forced to answer any questions and will always be reminded that their participation is voluntary and that they can opt at any moment/refuse to answer any question with no repercussions.

1. How do you think your German has changed/improved/lessened now that the semester is over? Relying on any phrases?
 - a. Looking back at your goals for the program, did you achieve them?
Why/why not?
2. Would you say that you have a better command of the German language now?
 - a. What improved the most? Conversational skills, pronunciation, grammar, pragmatics, etc.?
3. What was your biggest challenge this semester? Was it what you expected? How did you handle it?
4. What advice would you give fellow UT students who are also planning to take GER 612? What are the three most important things they should know?
5. If you could go back and give yourself advice at the beginning of the semester, what would it be? What do you wish you would have known?
6. Do you regret not studying abroad?
 - a. Why/why not?
7. What do you think about the German food?
8. What did you think of the German culture? What was the most striking?
9. Did you go to any German events/restaurants in or around Austin during the semester?
10. Have you noticed any changes in yourself?
11. Did you work/have a job this semester?
12. Who did you spend the majority of your time with? People from your dorm? Your GER 612 class? German friends? Etc.?
13. Have you had any dreams in German? What was that like?
14. How has GER 612 affected your life and your ability to think critically? Did it have an effect?

15. Has GER 612 had an impact on your identity? Has it changed your identity as a US-American or your views on America?

Appendix X

10 WEEKS POST-PROGRAM INTERVIEW QUESTIONS: SA PARTICIPANTS

The questions below are possible starting points for a semi-structured, open-ended interview administered to participants at various points during and post-program. The interview questions may change based on the informants' answers, but the informants will never be forced to answer any questions and will always be reminded that their participation is voluntary and that they can opt at any moment/refuse to answer any question with no repercussions.

1. Now that you have been back in the USA for several weeks now, have you experienced any reverse culture shock?
 - a. How are your German skills?
 - b. Do you still speak German? With whom/why?
 - c. Do you plan on returning to Germany?
 - d. How would you rate your German skills now as opposed to when you just finished the Würzburg program?
2. Are you working?
3. Are you still in touch with your speech partner?
4. What do you miss most?
5. Have you tried to recreate any German dishes back in Austin?
6. How was the Berlin trip?
7. Have you gone to Stammtisch in the USA?
8. If any of your answers changed to the culture questionnaire from the beginning of the program to the end, why was that? What factors were the most influential in changing your answers (time spent in Germany, real life experiences, stories from German professors, etc.)?

Appendix Y

10 WEEKS POST-SEMESTER INTERVIEW QUESTIONS: AH PARTICIPANTS

The questions below are possible starting points for a semi-structured, open-ended interview administered to participants at various points during and post-program. The interview questions may change based on the informants' answers, but the informants will never be forced to answer any questions and will always be reminded that their participation is voluntary and that they can opt at any moment/refuse to answer any question with no repercussions.

1. How are your German skills?
 - a. Do you still speak German? With whom/why?
 - b. Do you plan on going to Germany?
 - c. How would you rate your German skills now as opposed to when you just finished GER 612?
2. Are you working?
3. Are you still in touch with your speech partner? Do you go to Stammtisch?
4. If any of your answers changed to the culture questionnaire from the beginning of the program to the end, why was that? What factors were the most influential in changing your answers, e.g., time spent in Germany, real life experiences, stories from German professors, etc.

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